

School Year: **2022-23**

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
Scotts Valley High School	44754324430211		

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

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

The School Plan for Student Achievement is a goal setting document used to bridge the district's LCAP with the school site goals. SVHS is a WASC accredited high school and as such has developed school-wide Critical Academic Needs (CANs) through the self-study process that the have been validated and supported by the WASC visiting team. The WASC CANs were intentionally written to be aligned with the District LCAP. This document, the SPSA, is the means by which this alignment is formally recognized. If programs or goals outside the scope of the WASC CANs are found as being necessary to support school-wide student education goals then these too will be added to this document and aligned appropriately with the associated umbrella LCAP goal.

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).

In March of 2019 SVHS was visited by the Western Association of Schools and Colleges for our 6 yr accreditation review. During this time, the visiting committee reviewed the school's Self-Study report, interviewed a wide cross section of school stakeholders, and observed the school in action. At the end of this visit they reported back to the staff their findings. In summary the team supported the school's needs as identified through the self-study process.

1) Professional Development: With staff involvement in the planning process, utilize professional development opportunities and resources to establish professional learning communities around the International Baccalaureate Approaches to Teaching and Learning. (LCAP Goal #1 Basic Services)

2) Academic Interventions and Supports: Improve academic support systems, with a focus on the further development of the K-Street Academy and credit recovery programs and the implementation of a comprehensive academic intervention and support program for 9th and 10th grade students. (LCAP Goal #2 Pupil Achievement)

3) College and Career Readiness: Expand opportunities for students to become college and career ready by strengthening articulation with local colleges, providing Career Technical Education pathways, partnering with the community to provide career exploration experiences, and focusing on connecting classroom lessons to local and global contexts. (LCAP Goal #3 Course Access)

4) Climate and Culture: a) Using the Positive Behavior Intervention and Supports system, continue to develop an inclusive culture that celebrates the diversity of all stakeholders and. b) Provide a schoolwide social/emotional health education and improve student access to appropriate supports. (LCAP Goal #4 School Climate)

Two additional goals were added by the visiting team:

5) Increase the analysis and documentation of common assessments and standardized testing results as the basis for curricular and instructional change, with an emphasis on underrepresented populations (Special Needs, English Learners, Reclassified English Learners).

6) Implement and continuously reinforce the terminology of "Schoolwide Learning Outcomes" (SLOs) with all stakeholders as the backbone to all curricular instruction.

The WASC self-study process is thorough and in total took about a year and a half from start to finish. All stakeholders were involved and a significant amount of data was reviewed pertaining to all aspects of the school. Below is description of some of these types of data analyzed and a selection of related findings. For a full report you may find the full SVHS WASC Self-Study Report on the school website.

Typically, each year in the Spring a WASC survey is given to students, staff and parents. The surveys were last administered in April 2018. Students took the survey through the Humanities department to ensure all students had an opportunity to participate. The Staff survey was administered online and during professional development with 39 staff members participating. For the parent survey, our online newsletter, News from the Nest, and a mass email were used to explain and promote the survey. Parents were then invited to participate with 138 parents responding. The WASC survey was redesigned in the fall of 2020 to align with the new WASC goals. Due to the 2020 pandemic and transition to remote instruction, the survey was not administered in 2020. The new WASC survey, called the School Improvement Survey, was released in April of 2021 as students returned to campus. At the time of this writing, the survey remains open for responses.

In the Fall of 2017 freshmen and junior students took the National Gallup Poll administered through the Humanities courses. In the Spring of 2019 the freshman and junior students, different cohorts from the previous, took the California Healthy kids survey. The school staff reviewed the most recent Healthy Kids Survey in April of 2019 and generated areas of note for further analysis.

The Gallup Poll data - at the time of that survey, 36% of freshmen students and 28% of junior students indicated they had been bullied/harassed during the past 12 months . 73% of freshmen students and 80% of junior students agreed that they felt physically safe at Scotts Valley High School.

In the WASC surveys, parents, staff and students agree that SVHS is a welcoming, safe and respectful school. An overall number of students indicate that most students feel safe. They report that over the last four years bullying, including cyber-bullying, has improved. Noting this improvement, there still continues to be a concern about how to improve the environment and provide support so that all students feel safe and comfortable on campus.

The old School-Wide Learner Outcomes (SLOs) are poorly understood by parents and students. In 2017-18 the school promoted PBIS and the associated rules of Respect, Integrity, and Compassion. The sole changes to the stakeholder survey occurred by changing the question about awareness of SLOs to an awareness of the PBIS rules. There was a significant increase in awareness between the two, and this was evident in all three stakeholder surveys.

Prior to the pandemic, parents and students report that technology, and its use in the classroom, remained a significant challenge, while staff reported that technology use in the classroom had significantly improved.

Other findings include that SVHS has room to grow in preparing our students for a multi-cultural society, that, in general, IB is well understood and valued, and that staff note a significant improvement in supporting special needs students.

Over the years, we have seen an increased number of students experiencing mental health concerns such as depression and anxiety. Although the most recent data shows an improvement in this area, SVHS recognizes that this is a long term need and we will have continued focus in this area. The pandemic only exacerbated this problem and SVHS staff, led by the counseling team, have supported students social/emotional health through one on one appointments, small group sessions, parent workshops, student surveys and outreach, and teacher training.

During distance instruction the school surveyed students and parents in both the spring of 2020 and the fall of 2020 to receive feedback regarding the remote instruction program.

Classroom Observations

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

Each year the administration formally visits teachers' classrooms through the evaluation process. Tenured teachers on cycle are formally visited at least once in the year with those on probation observed twice per year. The administration also makes impromptu visits throughout they year to all classes. Efforts are made to visit assorted classes weekly. Teachers frequently invite the administration and other staff to come for special events or to participate in lessons and activities with the class. Teachers work within their departments to participate in each other's projects which include classroom observations, creating and observing each other in lesson development and delivery. During Remote Instruction observations were also conducted virtually with administration joining online Zoom classes. On a monthly basis the district office instructional leaders would join in making rounds of classes in the same way. These instructional rounds have included having site principals conduct walk throughs of each others sites.

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)

- Staff annually reviews the assessment results during the staff development days as well as periodically throughout the year. Staff analysis includes lists of target students identified for interventions.
- Staff annually reviews the results from the International Baccalaureate (IB) exams to better support students and improve the individual program.
- Results from standards-aligned benchmark assessments in English and Math are analyzed to determine next steps with students who require additional teaching and support as well as how to proceed for students who already know the material.
- All departments give classroom standards-based assessments which are analyzed together with other teachers who have the same level courses.
- Response to Intervention continues to guide teachers to provide in class support and utilize appropriate strategies to help all students be successful before referring students to other programs.

In 2021-22, the school used Smarter Balanced Interim Assessments to provide staff with CAASPP aligned benchmarks in ELA and Math. Results are preliminary, with no longitudinal comparison.

CAASPP ELA - Met or Exceeded performance goals - 66.36% (spring 2022).

CAASPP Math - Met or Exceeded performance goals - 58.39 (spring of 2022).

IB end of course marks - Meets or Exceed performance goals (depending on course) - data from Spring of 2019 and 2020

Note that CAASPP and IB data were interrupted during distance learning. CAASPP was not administered in 2020, and was administered in 2021 in a modified way that included remote options. 2021 CAASPP student level data was not released.

Final IB marks were developed in a different way during 2020 and 2021, and primarily resulted in students not sitting for the end of course external examinations and the IB program using past school and course data to estimate final student marks.

In both cases these significant summative assessments have not provided valid, longitudinal data from which to draw conclusions and modify instruction.

In spring of 2022, both assessments were administered in the traditional format.

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

Teachers use their individual class data to inform and modify their instruction to increase student achievement. Evidence of this data analysis was lacking during the WASC review and a goal for improvement in this area was developed.

- Grade level teachers use the grade level performance data to collaborate and share instructional strategies, resources, and best practices designed to improve individual and grade level performance.
- The administration, along with grade level teacher leaders, facilitates the analysis of student achievement data using both state and local assessments.
- Staff and the School Advisory Council use the information to set goals and direct resources for improved student achievement.
- The results drive our intervention programs.
- District uses a data management program to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Every Students Succeeds Act (ESSA) has replaced the NCLB Act. The latest guidance no longer requires all teachers of core academic subjects in the state to be "highly qualified." Instead, subject matter competence verification is consistent with California state licensure (20 semester units of non-remedial coursework).

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

In 2022-23 _____

In 2021-22, all teachers but one were properly credentialed for their subject area assignment. The missed assignment was filled with a credentialed teacher working outside their subject matter competency. The position was posted year round without receiving a valid applicant. The subject matter with the missed assignment was not a core subject and the course continued to be provided so students could access a broad course of student and the subject matter pathway could remain intact. SVHS had 6 teachers in the New Teacher Project Induction program and 2 placed as Interns who were working on their credentials simultaneously while teaching.

In 2020-21, all teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification. SVHS Had 4 teachers in the Santa Cruz County New Teacher Project working to clear their preliminary credential.

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

- Certificated staff attends workshops and conferences to strengthen content understanding, refine instructional strategies, and improve student learning. These workshops included Santa Cruz County Office of Education workshops related to virtual and hybrid instruction methods, Ethnic studies, environmental literacy, and Next Generation Science Standards. All IB teachers are trained if new to the course, and participate in ongoing training every 2-4 years after.
- In 2022-23, the site bell schedule will shift back an hour to start at 8:30 and as such 90 minutes of weekly teacher professional development will occur either twice a week before school or once a week on a shortened day (as specified in the yearly calendar).
- In 2021-22, teachers had 70 minutes of weekly staff development through a regularly scheduled early release day. Teachers assess and identify advanced and struggling students, discuss teaching strategies, analyze data and plan instruction accordingly.
- Annually staff development is focused on the continued cycle of improving student achievement by using data analysis to guide instruction. Emphasis is placed on identifying and supporting students with special needs.
- District-wide staff implementation is used to track and analyze student achievement data.
- After school adjunct time is also focused on training and support for teachers who teach classes in the International Baccalaureate (IB) program. IB teachers meet monthly to collaborate on program needs, individual student progress, and internal and external assessments.
- Professional Development time is dedicated to completing the WASC Self Study to meet the needs of accreditation. Time is spent analyzing achievement data, curriculum, assessments, school culture and school policies. From this study, Critical Areas of Need (CANS) are identified, and school wide goals are determined and monitored throughout the WASC process and timelines. This year SVHS will be having a visit from a WASC team. PD time will be utilized to complete the report and attend to the Action Plan.

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

Teacher support and assistance include participation in the New Teacher Project and attendance to various workshops and conferences. Content area department chairperson take on an additional responsibility for mentoring new teachers to the school. The district has made available stipends for the purposes of supporting teacher technology needs as well.

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

- Teachers collaborate at department levels to target the needs of underperforming students and analyze student work to plan for instruction to meet the needs of all students.
- Weekly professional development time provides opportunity to meet within the departments as well as meet with other grade level teachers in other content areas.
- Teachers have 90 minutes of weekly staff development through a regularly scheduled early release day.
- Teachers assess and identify advanced and struggling students, discuss teaching strategies, analyze data and plan instruction accordingly.
- Monthly collaboration with IB teachers and the IB Coordinator is scheduled. Topics include identifying struggling students, support for all students, calendaring of special projects and assessments to avoid conflicts and ensure a lessening of work load for students.

Teaching and Learning

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

The school district provides standards-aligned (CCSS, IB, or other national standards) textbooks and instructional materials, including ancillary materials for universal access for all students. There is sufficiency of textbooks and materials for every student.

All general education academic courses are UC A-G approved as being college preparatory courses. Additionally 2 CTE courses are articulated with Cabrillo Community college and closely follow the college scope and sequence.

- Instructional materials are aligned with State Standards
- Curriculum, instruction and materials undergo regular examination and refinement based on student assessment results.
- Following the state’s textbook funded adopted cycle, materials/textbooks are aligned with Common Core and California State Standards
- Teachers utilize standards-aligned District and Department benchmark assessments and IB data to ensure that all standards are being addressed and learned.
- Teacher goals, classroom observations and instructional practices are aligned with the Common Core and California State Standards for the Teaching Profession (CSTPs)

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

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

Intervention at SVHS continues to be added onto on a yearly basis. Currently the school provides students with multiple intervention and support offerings within the master schedule.

- Directed Studies classes are offered to support students with IEPs. Teachers and support staff provide tutoring and lessons to supplement core class instruction.
- The EL teacher pulls out EL students to assist in setting individual goals, monitor progress, and supplemental lessons.
- Classroom teachers collaborate regularly with Special Education teachers and support staff.
- A weekly Tutorial Period (65 minutes) is used to support students in accessing their teachers outside of the regularly scheduled class time. All students are assigned a Tutorial Period and then can request to spend time with another teacher where they are experiencing struggles and/or need additional time for work in that course. If students do not need the extra support time then they can remain in their Tutorial Period and utilize the time to work on any subject they choose, thus effectively using it as a study hall.
- The K Street Academy alternative education program serves 11th and 12th grade students in stand alone program taught by highly qualified teachers who are experts in their subject area.
- Credit Recovery allows students in need of remediation to retake courses or earn credit in similar courses to be applied toward diploma credit or satisfied the UC A-G requirements.
- Academic Seminar is a 10th grade course offered to students who may benefit from regular academic coaching and supported work time.
- Math Plus has been implemented as a co-requisite support class for students in Integrated Math 1.
- Full time Independent Studies courses are offered in four core subject areas to provide an alternative learning model and schedule flexibility.
- As needed students are provided the option to attend college level courses to remediate or enrich their learning.

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

All textbooks and materials are state-approved and standards-aligned and have been purchased regularly to enhance instruction, fill in textbook content gaps and reinforce learning. Mathematics I, II and III teachers utilize a newly adopted textbook series to support the integrated math courses, effective in 2016-17. New foreign language textbooks have been adopted for use in 2017-18.

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

- All course textbooks and supplemental materials have been adopted and are aligned to state standards.
- Teachers review annually curriculum and scope and sequences to confirm that they are aligned to Common Core and state standards.

Opportunity and Equal Educational Access

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

- A Directed Studies program, staffed with special education teachers and aides, is provided to assist students with disabilities
- Special Education teachers and aides provide both push in and pull out support for students in all classes to assist in studying, homework, and preparing for and taking tests in alternative environments.
- All our teachers are CLAD or SDAIE trained and utilize these strategies across the curriculum.
- Teachers collaborate at department levels to target the needs of underperforming students and analyze student work to plan for instruction to meet the needs of all students. Weekly professional development time provides opportunity to meet within the departments as well as meet with other grade level teachers in other content areas.
- School counselors monitor students and oversee SSTs, 504s and other intervention programs. A weekly after school peer tutoring program is utilized by students who are identified by staff, parents or self identify as needing help with homework. Daily lunch tutoring is available to students taking all levels of courses in English, Math, Science and Social Science.

* A weekly Tutorial Period is utilized by students to access additional support by teachers. Students request time in Tutorial (outside of the regular class time and still within the school day) to meet with teachers when they feel they are struggling in that subject.

- Two counselors meet with at risk students who have been identified as needing support in areas of alcohol, drug and tobacco abuse, social, emotional and personal issues, and anger management.
- The DELAC committee meets regularly to provide support for parents of students who are non-English speakers. A community liaison has been hired to specifically support families of our English Learners.

Evidence-based educational practices to raise student achievement

The school has implement the Positive Behavior Intervention and Support program since 2016 and focused the tier 2 strategies on under performing students.

Parental Engagement

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

Parents have access to the following resources:

- Teachers offer assistance for students before school, at lunch and after school.
- Peer tutors are available during the weekly professional development when students are out early from school to support students in all subject areas.
- Peer tutors are available daily at lunch to provide support for students in English, Math, Science and Social Science at all levels.
- The County Regional Occupational Program (ROP) provides students with career tech courses that promote the Career Tech Education (CTE) for students who wish to explore career pathways. Courses are available on campus, at other high school campuses or through county government programs.
- A partnership with a local tutoring program provides additional student support and proctors for the required end of course exams.
- The local community college allows students to be concurrently enrolled for students who wish to accelerate their learning or take advanced courses not provided by our high school. Dual Enrollment can be used for students to receive both high school and community college credits and the possibility to earn a certificate in courses articulated from high school to the community college.
- Illuminate, a web based student information system, allows parents to check grades daily, learn about future assignments and assessments in all classes and to monitor daily attendance. Progress reports are given 2 times per each semester, along with the end of semester report card, to inform parents of adequate progress. Parents are encouraged to contact teachers via phone, email or meetings to discuss student needs and concerns.
- School Loop allows students the opportunity for accessing teacher posted assignments with details, a syllabus, and supplemental paperwork. This gives students and parents access to assignments when absent, especially for a long period of time.

Parent support is evidenced by the following:

- Scotts Valley Education Foundation (SVEF) provides funds and support through a growing endowment that benefits the high school students in library services as well as direct support in classrooms (science equipment purchased through grants written by SVEF).
- The SVHS Parent Club is our PTO. Officers and parents in general meet monthly. They provide support to the classroom teachers and office staff with donations and volunteers. They annually review the LCAP and WASC self study. Each year the Parent Club gives each teacher discretionary money that can be used by the teacher to provide resources to meet the needs of the students. Each subject department receives discretionary money for department targeted needs.
- The Falcon Club is our athletic booster group. They provide 100% of the funds needed to run the after school extra-curricular athletic program. Funds raised pay for coaches stipends, facility maintenance, equipment needed for each sport and other requests from individual coaches.
- Parents make financial contributions to individual classes. Some of these donations are used to purchase materials and equipment to support students.
- Parents volunteer in the classes and school site. Most of our volunteers are parents who choose to work in the school.
- Local businesses and service organizations (Kiwanis, Scotts Valley Rotary Club, etc.) donate funds to the school that can be used in a variety of ways to assist students. The high school music program has benefited from substantial annual donations that are used to supplement the classroom and outside competitions and participation.

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 Advisory Committee (SAC) is comprised of staff, students, parents and a community member who meet monthly. They review instructional practices, data, school policy and address other issues or concerns. They are charged with approving our LCAP, WASC and IB self studies and annual goals.

- Funds are allocated to the school in the form of personnel, materials, staff development, and parent education.
- Professional Development time provides opportunities for teachers to meet together as needed to discuss individual student progress and needs

Funding

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

- Supplementary funds help provide support services of a district certificated teacher for English Language Learners.
- District funding provide for one counselor to provide services two days per week for social, emotional and personal counseling.

Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA). All expenditures are detailed within the LCAP with consideration to the LCFF.

Educational Partner 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

This SPSA document contains goals and action steps derived directly from the 2019 SVHS WASC Self-Study and updated from the 2022 Progress Report and Visit. As such the information herein has been compiled by the entirety of the school stakeholders. The SPSA itself is presented to the SVHS School Advisory Council for review and adoption in September. It is then presented to the Scotts Valley Unified School District Board of Education for final review and adoption. This document is shared with the staff and community.

The school responded to the pandemic in 2020 by closing the facility and moving to Remote Instruction. With this dramatic change in practice the school's focus settled on maintaining social connections and shifting instruction to the new medium. As such the school's work on the WASC Action Plan was slowed considerably. That said, the goals remain as valid now as a year ago and so remain the center of the SPSA.

Resource Inequities

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

SVHS provides limited elective courses. The school facility lacks a formal library, performing art center, swimming pool, and functioning track. The school's staff is highly qualified and appropriately credential, though turnover has historically been high due to the large variance between teacher pay and the local cost of living. This is caused primarily by the district being in the lowest percentile of overall district funding in the state. In 2022-23, the school experienced significant turnover, hiring 10 new teachers (a third of the staff). The schools extra-curricular activities are supported in large part by community fundraising. The librarian has been supported by the SV Education Foundation. With this community support the school is able to provide students an quality educational experience that achieves the school's mission.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.5%	0.4%	0.27%	4	3	2
African American	0.76%	0.3%	0.41%	6	2	3
Asian	5.04%	4.8%	4.63%	40	37	34
Filipino	0.63%	0.5%	0.68%	5	4	5
Hispanic/Latino	13.49%	14.2%	13.49%	107	110	99
Pacific Islander	0.25%	%	%	2		
White	69.1%	69.8%	69.89%	548	542	513
Multiple/No Response	9.58%	9.8%	10.08%	76	76	74
	Total Enrollment			793	777	734

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	196	211	178
Grade 10	190	186	199
Grade 11	198	188	174
Grade 12	209	192	183
Total Enrollment	793	777	734

Conclusions based on this data:

- General enrollment trend of multiple years shows a gradual decline. The decrease in 21-22 was accelerated, due in part to cost of living, flight to private schools during the pandemic, and social anxieties resulting in alternative education placements.
- Year to year, relative percentages of student groups have remained consistent.
- The demographics are heavily white, with Hispanic/LatinX, the second largest group at 14%. Asians represent the third and last group of significant size at 5% of the total student group. With the presence of a large white majority, consideration to implicit and/or systemic bias and its affects on historically marginalized groups should be taken into account.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	3	6	7	0.4%	0.80%	1.0%
Fluent English Proficient (FEP)	64	55	44	8.1%	7.10%	6.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. The high school enrolls very few English Learners and enrolls a much larger number of reclassified English Learners.
2. The RFEP monitoring program is important to follow the RFEP student progress and provide additional support as need.
3. In 19-20 and 20-21 no students were reclassified. This was due to the absence of the ELPAC summative assessment during school closure.

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 Scores			% of Enrolled Students Tested		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	216	185	170	200	147	164	200	147	164	92.6	79.5	96.5
All Grades	216	185	170	200	147	164	200	147	164	92.6	79.5	96.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	2645.5	2632.3	2651.4	40.00	42.18	43.29	35.00	25.85	28.66	15.50	13.61	17.07	9.50	18.37	10.98
All Grades	N/A	N/A	N/A	40.00	42.18	43.29	35.00	25.85	28.66	15.50	13.61	17.07	9.50	18.37	10.98

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	45.00	43.15	42.94	39.68	41.50	49.69	7.41	13.50	7.36
All Grades	45.00	43.15	42.94	39.68	41.50	49.69	7.41	13.50	7.36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	43.50	37.67	49.69	47.00	43.84	38.65	9.50	18.49	11.66
All Grades	43.50	37.67	49.69	47.00	43.84	38.65	9.50	18.49	11.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	31.50	22.60	23.31	63.00	68.49	67.48	5.50	8.90	9.20
All Grades	31.50	22.60	23.31	63.00	68.49	67.48	5.50	8.90	9.20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	47.50	34.93	38.04	43.50	57.53	52.76	9.00	7.53	9.20
All Grades	47.50	34.93	38.04	43.50	57.53	52.76	9.00	7.53	9.20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students at Scotts Valley High School in the 11th grade continue to perform well overall in ELA. Proficiency rates in 18-19 did drop to 75% from 80% the previous year. Post-pandemic proficiency rate was 72% with 97% participation.
2. Students Not Meeting Standard dropped to 11% from 18% the year before, indicating that students' ELA proficiency improved from 19-20 to 21-22. The 21-22 Not Met Standard rate (11%) nearly matched pre-pandemic level (18-19 at 9.5%).
3. Overall trends show largest group 43% exceed standards, 29% meets, 17% nearly met, and 11% not met. Score distribution shows positive growth trend.

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 Scores			% of Enrolled Students Tested		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	216	185	170	200	142	157	200	142	157	92.6	76.8	92.4
All Grades	216	185	170	200	142	157	200	142	157	92.6	76.8	92.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	2627.2	2626.0	2639.4	22.50	28.17	26.11	24.50	23.94	27.39	29.00	19.72	25.48	24.00	28.17	21.02
All Grades	N/A	N/A	N/A	22.50	28.17	26.11	24.50	23.94	27.39	29.00	19.72	25.48	24.00	28.17	21.02

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	33.50	32.39	32.48	32.50	44.37	45.86	34.00	23.24	21.66
All Grades	33.50	32.39	32.48	32.50	44.37	45.86	34.00	23.24	21.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	27.00	28.17	28.03	51.50	56.34	61.78	21.50	15.49	10.19
All Grades	27.00	28.17	28.03	51.50	56.34	61.78	21.50	15.49	10.19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
Grade 11	27.50	26.76	28.66	54.00	57.75	60.51	18.50	15.49	10.83
All Grades	27.50	26.76	28.66	54.00	57.75	60.51	18.50	15.49	10.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The overall proficiency rate in 19-20 and 21-22 remain consistent at 52% and 53%, respectively. Since 18-19, improvement in Not Met has been gradual at 53%, 47%, and 46%, respectively.
2. There continues to be a discrepancy between ELA and Math scores, which is a statewide phenomenon.
3. Generally there is an even distribution of scores amongst all four proficiency levels. Notably the percent of students in Not Met Standards dropped to lowest level in several years.

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			
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10		*	*		*	*		*	*		*	4	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*		*	*		*	*		*	*		*	
All Grades											4	5	8

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22	18-19	19-20	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 21-22, the sample size too small to discuss or draw conclusions based on overall scores.
2. In 19-20 the spring administration of the summative ELPAC was postponed due to school closure related to the pandemic.
3. In 21-22, 78% of EL students assessed in Oral Language scored at a Level 3 or higher with a notable 58% of those scoring at Level 4.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
777	10.7	0.8	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	0.8
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	83	10.7
Students with Disabilities	62	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian or Alaska Native	3	0.4
Asian	37	4.8
Filipino	4	0.5
Hispanic	110	14.2
Two or More Races	76	9.8
Native Hawaiian or Pacific Islander		
White	542	69.8

Conclusions based on this data:

1. Ethnic and racial diversity is limited, with white population representing large majority, this is a long term trend.

2. EL and Homeless combined represent 1% of the student population. Creates a challenge in developing substantive support programs when population is so small.
3. Socioeconomically disadvantaged students and students with disabilities both represent significant student groups.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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  Blue		

Conclusions based on this data:

1. Dashboard results were published Fall of 2019, representing data from the 2018-19 school year. Due to pandemic, CA did not publish Dashboard analysis for the 2019-20 school year.
2. Suspension rates do show a discrepancy between student groups.
3. Graduation rates and College and Career preparedness continue to remain a strength.

School and Student Performance Data

Academic Performance English Language Arts

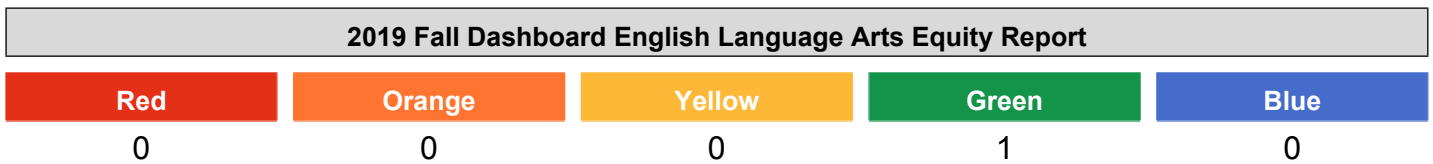
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>62.6 points above standard Declined Significantly -15.5 points</p> <p>199</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>11.4 points above standard Declined -4.7 points</p> <p>27</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>76.7 points below standard Declined Significantly -29.6 points</p> <p>14</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 159.8 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 11.1 points above standard Declined Significantly -48.3 points 24	 No Performance Color 105.1 points above standard 16	 No Performance Color 0 Students	 Green 59.4 points above standard Declined Significantly -20 points 141

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
0 Students	Less than 11 Students - Data Not Displayed for Privacy 5	68.1 points above standard Declined -11.4 points 181

Conclusions based on this data:

- Subgroups not sufficient in size for the Dashboard to assign a Performance color (except for white students, which are comparable to school wide data and discussed previously)
- Declines in all reported subgroups (White, Students with Disabilities, Socioeconomically disadvantaged, Hispanic) mirror the All Group decline.
- Drawing conclusions about current school program is difficult with data that is two years old and has a sample size that could be influenced by individual student abilities.

School and Student Performance Data

Academic Performance Mathematics

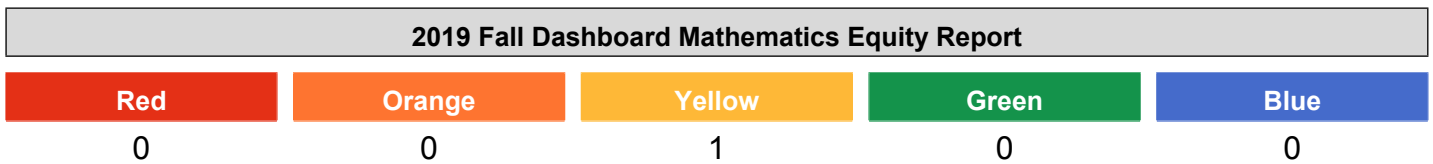
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 1 points below standard Declined Significantly -34.3 points 199	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  No Performance Color 76.3 points below standard Declined Significantly -38.6 points 27	<p>Students with Disabilities</p>  No Performance Color 177 points below standard Declined Significantly -63.1 points 14

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 124.5 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 59.6 points below standard Declined Significantly -34.3 points 24	 No Performance Color 16.1 points above standard 16	Pacific Islander	 Yellow 4 points below standard Declined Significantly -43.2 points 141

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
Current English Learner	Less than 11 Students - Data Not Displayed for Privacy 5	2 points above standard Declined Significantly -29.7 points 181

Conclusions based on this data:

1. Subgroups not sufficient in size for the Dashboard to assign a Performance color (except for white students, which are comparable to school wide data and discussed previously)
2. Declines in all reported subgroups (White, Students with Disabilities, Socioeconomically disadvantaged, Hispanic) mirror the All Group decline.
3. Drawing conclusions about current school program is difficult with this data, at it is two years old and has sample sizes that could be influenced by individual student abilities.

School and Student Performance Data

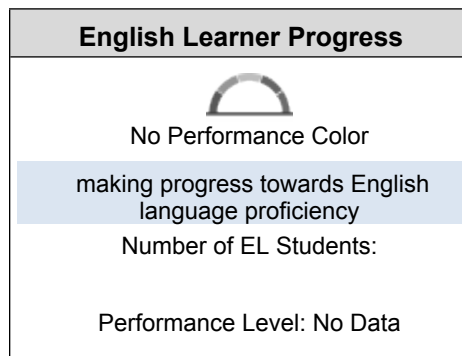
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Low numbers of EL students mean that they do not represent a significant subgroup for dashboard reporting.
2. Continued low numbers of students do not provide evidence that would suggest needed changes in our EL program.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	191	100
African American	1	0.5
American Indian or Alaska Native	1	0.5
Asian	10	5.2
Filipino		
Hispanic	31	16.2
Native Hawaiian or Pacific Islander		
White	125	65.4
Two or More Races	22	11.5
English Learners	2	1
Socioeconomically Disadvantaged	38	19.9
Students with Disabilities	15	7.9
Foster Youth		
Homeless	4	2.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	67	35.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	8	25.8
Native Hawaiian or Pacific Islander		
White	43	34.4
Two or More Races	8	36.4
English Learners		
Socioeconomically Disadvantaged	8	21.1
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	2	1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	2	1.6
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	131	68.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	16	51.6
Native Hawaiian or Pacific Islander		
White	92	73.6
Two or More Races	13	59.1
English Learners		
Socioeconomically Disadvantaged	17	44.7
Students with Disabilities	3	20
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	2	1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	2	1.6
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	0.8
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	1	2.6
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	6	3.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	3.2
Native Hawaiian or Pacific Islander		
White	4	3.2
Two or More Races	1	4.5
English Learners		
Socioeconomically Disadvantaged	1	2.6
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Student group level data not provided.
2. The All student group showed a 7% increase in the amount of student Prepared for College/Career. A significant increases from the previous year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

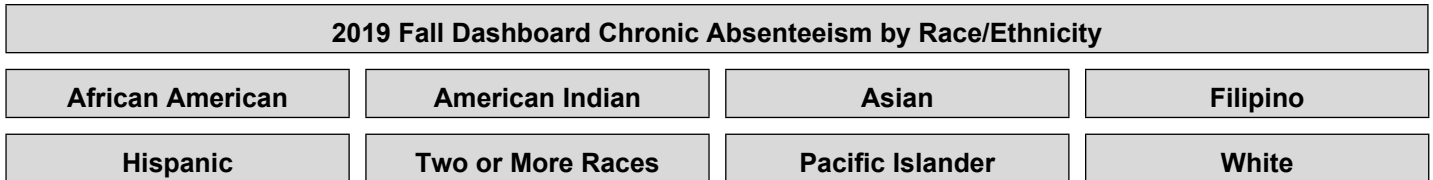
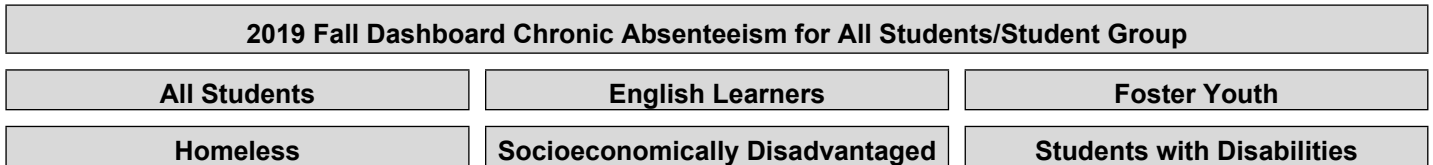
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. Due to Spring of 2020 school closure, valid and comparable absentee data is not available for analysis.
2. Chronic Absentee rates not published for the 2018-19 or 2019-20 school years

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	191	188	0	98.4
English Learners	2		0	
Foster Youth				
Homeless	4		0	
Socioeconomically Disadvantaged	38	35	0	92.1
Students with Disabilities	15	13	0	86.7
African American	1		0	
American Indian or Alaska Native	1		0	
Asian	10		0	
Filipino				
Hispanic	31	29	0	93.5
Native Hawaiian or Pacific Islander				
White	125	124	0	99.2
Two or More Races	22	22	0	100

Conclusions based on this data:

- Overall graduation rate is reported as very high, 96%.
- The Hispanic student group showed a 100% graduation rate in 16-17. This dropped in 2017-18 to 88% and improved to 92% in 18-19. Small sample size it noted. This deserves continued attention for trend analysis.
- Graduation rates are a strength, data does not indicate need for large changes, individual cases will be studied to understand specific context.

School and Student Performance Data

Conditions & Climate Suspension Rate

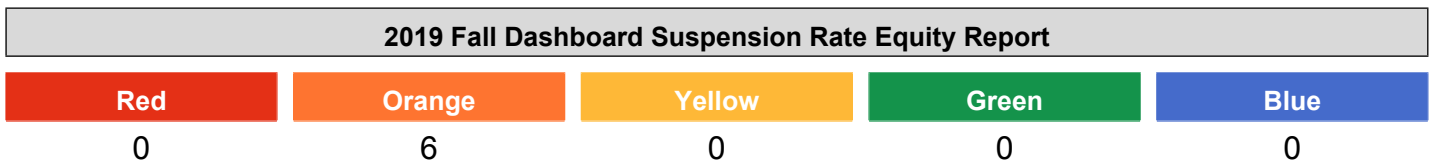
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>4.7</p> <p>Increased +2.1</p> <p>833</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>8.1</p> <p>Increased +4</p> <p>99</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>5.5</p> <p>Increased +1.9</p> <p>73</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 4	 Orange 2 Increased +2 51	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.1 Increased +3.7 115	 Orange 2.9 Increased +2.9 68	 No Performance Color Less than 11 Students - Data 1	 Orange 4.6 Increased +1.7 581

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	4.7

Conclusions based on this data:

1. Overall school suspension rates nearly doubled from 2.5% to 4.7% of student population. This increase points to a need for further analysis of individual student data. In raw numbers this increase would account for around 20 additional students being suspended from 17-18 to 18-19.
2. Increase in suspension rate seen in all student groups, suggesting a broad shift, but the increase in Hispanic students was more than twice the increase in the white population.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1 - Pupil Achievement: SVUSD will provide comprehensive programs to improve student performance and address needs of all students

Goal 1

WASC Goal 1: With staff involvement in the planning process, SVHS will utilize professional development opportunities and resources to establish Professional Learning Communities around International Baccalaureate Approaches to Teaching and Learning.

WASC Goal 2: Academic Interventions and Supports: Improve academic support system, with a focus on the further development of K-Street Academy and credit recovery programs and the implementation of a comprehensive academic intervention and support program for 9th and 10th grade students.

WASC Goal 6: Increase the analysis and documentation of common assessments and standardized testing results as the basis for curricular and instructional change, with an emphasis on underrepresented populations (Special Needs, English Learners, Reclassified English Learners)

Identified Need

SVHS provides and evaluates academic programs for all students. Data shows that some subgroups, in particular low socio-economic students and students with special needs, on average show lower achievement levels on standardized assessments. A comprehensive tutorial/intervention/differentiation program has been implemented for all students, but further development of the program is needed to better support all student needs. A recognized need is to increase the analysis and documentation of common assessments and standardized testing results as the basis for curricular and instructional change, with an emphasis on underrepresented populations (ex. Special Needs, English Learners, Reclassified English Learners). An additional identified need is to improve data tracking related to academic support programs (RTI) and verify their success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	72% Proficient or above (2022 ELA CAASPP)	75% Proficient or above
CAASPP Math Results	53% Proficient or above (2022 Math CAASPP)	60% Proficient or above
CAASPP Science Results	57% Proficient or above (2022 CAST - 11th grade)	65% Proficient of above
Parent, student, staff School Improvement (WASC) surveys	Results from spring of 2022	Improvement in all areas
IB End of course exam scores	Tracked by individual courses	At or above the world average
End of Course Grade Distribution - Failing Students	2022 Semester 2 - 92 F grades	2023 Semester 2 - fewer than 80 F grades

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Interim Assessments (ELA/Math)	Initial Implementation in 2022-23 (pilot in 2021-22)	
Subject Area Vertically Articulated Benchmarks	Initial Implementation in 2022-23	
ELPAC Summative Assessment	Student sample size too small to provide data	
RFEP Progress Monitoring	End of Semester English Grades	RFEP students show same proficiency as all group
Math 1 success rate (for those co-enrolled in Math Plus)	End of Semester Math 1 Grades	Course proficiency on par with peers not in Math Plus
Academic Seminar success rate	End of Semester overall GPA	Increased student GPA relative to 9th grade year.
K St. Academy success rate	Student attendance and engagement	

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

Continue providing quality programs for English Learners, including EL teachers and paraprofessionals at all sites. The focus will be on vocabulary development, particularly in the area of math. Other elements include homework clubs, administrative support (Director of Curriculum, Instruction, and Assessment) to regularly examine caseloads, and regular ELAC and DELAC meetings. (ELAC and DELAC are site and district advisory parent committees.) Offer translation services as needed.

SVHS will provide for a .2 FTE assignment for site based EL services to be provided by a credentialed teacher.

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)

30,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
EL Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (with a focus on students with identified academic needs)

Strategy/Activity

Supplement programs to address student needs: Continue to implement and increase enrichment, tutorial, and intervention programs at site (RtI-Response to Intervention). Ensure that students are receiving support in both math and ELA. Provide after-school homework or support. Determine and implement opportunities and resources for students needing alternative/additional supports to address various needs of all levels of students, including collaboration between Special Education and General Education.

SVHS RTI program includes:

K St. Academy - Alternative education program for 11th and 12th grade students

Academic Seminar - Stand alone class for 10th grade students identified as needed intensive academic supports

Credit Recovery - online coursework supported with credential supervisor to provide students increased access to A-G eligibility and HS graduation requirements

Tutorial - weekly scheduled class for all students to provide opportunities for additional academic assistance.

Independent Study - expanding the sites IS program to include all four core subject areas.

Math Plus - co-requisite support class for selected Math 1 students

Math support aid and English reader

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)

14000

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries
K St. Advisory teacher

17,000

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries
Academic Seminar teacher

20,000

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries
Credit Recovery teacher

14,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Math Plus teacher

2,000

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
English Intervention Aid

2,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Math Plus Aid
1000	LCFF - Supplemental 4000-4999: Books And Supplies K St. Supplies
1,200	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Support Student IB test scores
25,000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries IB Support Personnel

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support with data talks surrounding common assessments. Teachers and administrators will administer benchmark assessments and analyze the results. These results will be used to provide intervention, differentiation, and supports for students who either haven't met or are exceeding standards. The assessment committee will ensure compliance, agreement and analysis. Site administrators will review master schedules to support a variety of programs.

SVHS Approaches to Learning - Professional Development Activities:

- Develop a cyclic model for PLC engagement with individual ATLs and student academic data, including expectations for their goals, methods, and results.
- Train staff to understand and implement PLC growth cycle expectations.
- Develop timeline and procedure for creating an annual Professional Development calendar that includes staff input in prioritizing annual focus.
- Conduct Needs Survey with staff and students to assess status of ATL proficiency and prioritize ATLs into a multi-year PD plan
- Develop and Implement Data Calendar - to include subject area vertical benchmarks and SBAC Interim Assessments (ELA/Math)
- Implement annual PLC growth cycles around ATLs.
- Release teacher and/or departments for internal collaborative days

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)

25,000

Source(s)

1000-1999: Certificated Personnel Salaries
PLC WASC Coordinator

5,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Substitutes to give assessments/analysis

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Foster Youth Support

Strategy/Activity

Continue collaboration and coordination with SCCOE (Santa Cruz County Office of Education) Foster Youth Services to implement the Foster Youth Tool Kit and evaluate programs and services in place to support Foster Youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students - including English Learners or students requiring extra support

Strategy/Activity

Professional Development Activities for teachers working with students with specialized needs

- Provide access to Professional Learning opportunities for staff either off site, online, or by bringing outside trainers onto campus.
- May include but is not limited to trainings, workshops, and conferences related to Professional Learning Communities, International Baccalaureate, English Learners, Next Generation Science, other content specific association conferences.

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: 2021-22

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.

In 19-20 the SVHS staff began professional development related to Professional Learning Community cycles of inquiry and the IB Approaches to Teaching and Learning. In the fall of 2019 the IB teachers conducted the IB 5 yr Review Self Study while the remaining teachers learned about the IB ATLs and developed action plans to implement the new student learner outcomes and analyze their effect on the student achievement and/or well-being.

Despite pandemic related challenges, SVHS continued with work towards achieving improvements in pupil achievement. The schools RTI systems remained intact and have supported struggling students. English Language support was recognized as an area in need of improvement. The 2022 WASC visiting committee noted that benchmark assessment analysis, by means of Professional Learning Communities, was not yet effective, with an emphasis on the disaggregation of data related to underrepresented student subgroups.

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

Planned budget expenditures in this LCAP goal occurred as planned

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.

Changes to this goal for 22-23 include the following:

- Increase in site based EL support services
- Professional Learning Community (PLC) training for site leadership team
- Expansion of long-term Independent Study program
- Addition of subject area vertical aligned benchmarks and SBAC interim assessments to continuous data analysis processes.
- Increased focus on data to track success of RTI programs (Math Plus, K St. Academy, Credit Recovery, Academic Seminar)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2 - School Climate: SVUSD will provide a safe and engaging environment for students

Goal 2

WASC Goal 4: Using Positive Behavior Intervention and Support system, continue to develop an inclusive culture that celebrates the diversity of all stakeholders.

WASC Goal 5: Provide schoolwide social and emotional health education and improve student access to appropriate supports.

Identified Need

Students from underrepresented subgroups can have a more successful educational experience by being a part of a school environment that is focused on improving its inclusivity. All students can have improved educational outcomes by participating in a school culture that maximizes its physical and social emotional safety nets.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Subgroup comparison	2019 scores for subgroups not on CA Dashboard - small sample privacy concerns	Improvement for SED, SWD, and Hispanic compared to all group
Mental Healthy Student Survey - administered twice a year	Students are surveyed to self-report social/emotional condition and needs	Provide identified students with counseling supports as needed
Student/Parent School Improvement Surveys (WASC) - administered in Spring	Students/parents identified perception of physical and social emotional safety	Year to year improvement
Suspension rate	2019 Dashboard - 4.7% (2021-22 dashboard not reporting)	Reduction to 2.0%
Chronic Absentee Rate	2021-22 scores not on CA Dashboard	
CA Healthy Kids Survey	Spring 2021: 9th grade students experiencing harassment or bullying - 31%	Reduction to 25% or lower
CA Healthy Kids Survey	Spring 2021: 11th grade students experiencing chronic sadness - 52%	Reduction to 40% or lower
SVHS Student Discrimination Survey - administered yearly	administered once in fall of 2021	Refinement of survey and improved response rate to improve data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Behavior Referrals - Reviewed by site/district PBIS staff	Baseline unavailable due to changes in student information system	Analysis of data to determine site needs and response

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

Focus on climate and culture, counseling

Support counseling/ behavioral areas and materials with resources, staff, and specific training. Provide group and individual counseling, as well as whole group assemblies/presentations. Provide time and resources to support SSTs (Student Study Teams), 504s, and PBIS (Positive Behavior Interventions and Supports), including classified and clerical staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
PBIS materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student (to benefit underrepresented subgroups)

Strategy/Activity

Focus on Diversity, Equity and Inclusion

Continue to implement the Cultural Responsiveness Committee, focusing on Equitable Representation in Literacy, inclusion, and review efficacy of alternatives to suspension and discipline plans at each site.

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	LCFF - Supplemental 4000-4999: Books And Supplies ERL Materials
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Special Event

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Engage parents and actively communicate with stakeholders

Engage parents and actively communicate with stakeholders, particularly those in specific groups including low-income pupils, English Learners, Special Education and Foster Youth. Increase and advertise opportunities for parent education, and continue to provide various opportunities to receive and provide feedback and communicate with the community.

SPSA (school plan) aligns with the LCAP for continuity and increased understanding. Solicit feedback related to concerns or needs as well as ideas for improving school culture and student learning.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site Safety

Enhance site safety processes, including threat assessment, inquiry, and support for marginalized groups (i.e. education, outreach, and facilities).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Focus on absenteeism, truancy and follow up.

Hold regular meetings between the district and site admin with a regular focus on absenteeism, truancy and follow up. Use Student Information System for common letters and reports. Ensure monitoring of chronic absence by grade. Attendance messaging to families at Back to School Nights regarding holidays and tip-sheets. The focus is on unduplicated students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Incorporate alternative environments for learning and social/emotional support

Investigate and incorporate alternative environments for learning and social/emotional support, such as quiet spaces within the classroom, flexible seating, outdoor learning spaces. Investigate and provide a Student Wellness Center for social/emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

25,000

Extended Learning Opportunity
4000-4999: Books And Supplies
Outdoor Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development

Provide Professional Development for staff, students and parents in the areas of mental health, alternative learning environments, diversity, equity, inclusion, and technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Facilities/Maintenance

Set aside reserve in routine repair and maintenance to ensure facility is safe and secure.

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: 2021-22

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.

In 2021-22 students were surveyed in 3 different ways related to this goal. 1) Self reported Mental Health condition and needs, 2) Discrimination Survey (a product of the Cultural Responsiveness Committee), 3) WASC School Improvement Survey. The school responded to identified needs by providing increased counseling services, implementing in class Social/Emotional Education, increasing representation of minority perspectives in academic coursework, and focusing on improving and clarifying disciplinary policies and practices related to hate speech and discrimination. Additionally, staff professional development time was allocated to SEL classroom strategies and Inclusivity training with a focus on identification and response to micro-aggressions.

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

The intended budgeted expenditures of 2021-22 school year were allocated as planned.

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: All Students will be college and career ready.

Goal 3

WASC Goal 3: Expand opportunities for students to become college and career ready by strengthening articulation with local colleges, providing Career Technical Education pathways, partnering with the community to provide career exploration experiences, and focusing on connecting classroom lessons to local and global contexts.

Identified Need

All students will graduate from high school on time and be prepared to move on successfully to college and/or careers by increasing the number of students who successfully exit high school college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard College and Career Readiness Indicator	72.9%	70%
SVHS CTE Pathway completers	accuracy of data TBD	Improved data accuracy
Career Exploration hours earned through Community Service program	2019-20 implementation interrupted by school closure	Increase in hours earned by Career Exploration program options
School Improvement survey questions related to Goal		
Availability of Dual Enrollment on campus	ASL offered in 19-20, shifted online in spring of 2020 through current	American Sign Language offered on campus via Cabrillo College
UC A-G eligibility	68.6% in Spring 2021	70%
Community College articulated courses - credit earned	2022 - 113 enrolled / 102 earned credit	strong result - to be maintained

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

Focus on course alignment

Continue to refine Middle School & High School courses and consider increasing electives. Continue to look at grade data and course-alike curriculum and assessments. Implement programs to support course access with a focus on ways to increase and support multiple pathways, VAPA and NGSS, with continued support for environmental literacy. Continue current supports of supplementary and consumable materials, particularly software that will allow unduplicated students access for Rtl (Response to Intervention) support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Common Core State Standards

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

Focus on course alignment

Support Digital Media Arts CTE Pathway, to include CTE course articulation with local community colleges.

Naviance College and Career Support and SAT prep.

Dual enrollment American Sign Language and counseling class to support college going culture.

Track and increase CTE pathway completers.

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)

90,000

Source(s)

1000-1999: Certificated Personnel Salaries
CTE Teacher

4,000

LCFF - Supplemental
4000-4999: Books And Supplies
Naviance

2,700

4000-4999: Books And Supplies
supplies, software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Investigate alternatives to grading

Analyze and research grading for equity. Provide collaboration and professional development time for teachers to investigate grading practices and determine more equitable options for students. Investigate increasing a-g classes, such as those offered in K street or CTE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,200

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
EWRs for teacher meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement a Comprehensive District Technology plan

The District Technology plan ensures equity and 100% access and will include plans for training, maintenance, and replacement. The focus is for use with the Student Information System, curriculum implementation, and inputting and gathering data to support student learning. Use the technology Scope and Sequence across grade levels to support unduplicated students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development

Provide professional development (workshops, coaching, planning time) to support the use of academic standards, instructional technology, the arts, environmental literacy, and curricular support for teachers with students with special needs. Provide differentiated and teacher-led PD. The focus will primarily be on unduplicated students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

22,500

Source(s)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
IB Training

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Textbook Adoption

Purchase Textbooks as identified in five-year adoption cycle: Support adoptions as appropriate to meet the needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement recent changes to community service opportunities to include civic engagement and career exploration. Continued student participation in HS Alumni Career Fair, Career Panels, CTE

Expo, Community Service Fair, Bite of Reality, and Military Representative Days to further educate students in post-secondary college and career options . Incorporate College and Career research into general education classroom instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve UC-A-G eligibility by conducting regular audit of previous years ineligible students and identifying and resolving barriers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Pandemic related issues challenged progress with rollout of career exploration program for Community Service hours. Dual enrollment opportunities were likewise restricted and did not return in 21-22. The school did offer ACT/SAT prep to all students through Naviance and hosted a pre-SAT testing session. A-G eligibility increased marginally, but still was at a high rate. Articulation agreements with Cabrillo College for three school courses were implemented and successful in earning over 100 students college credit for their coursework.

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

The 2020 pandemic and resulting school closure halted what had been a major school effort to roll-out the Career Exploration component of the school's community service requirement. This effort transitioned into remote instruction with adjustments, but has yet to achieve planned success. Likewise on campus Dual Enrollment was in process and moved off campus, though still high school students were taking the community college course.

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.

No significant changes.

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	\$312,100.00

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 II Part A: Improving Teacher Quality	\$47,500.00

Subtotal of additional federal funds included for this school: \$47,500.00

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 (\$)
	\$117,700.00
Extended Learning Opportunity	\$76,000.00
LCFF - Supplemental	\$70,900.00

Subtotal of state or local funds included for this school: \$264,600.00

Total of federal, state, and/or local funds for this school: \$312,100.00

School Site Council Membership

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

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

Name of Members	Role
Sarah Gialdini	Principal
John Postovit	Classroom Teacher
Nick Leonard	Classroom Teacher
Heidi Petruzzi	Classroom Teacher
Heather Sebring	Parent or Community Member
Jamie DeWitt	Parent or Community Member
Erica Turzak	Parent or Community Member
Michaela Auman	Secondary Student
Dylan Turzak	Secondary Student
Ella Webb	Secondary Student
Josh Borkowsky	Secondary Student
Jovan Tapang	Secondary Student
Audrey Watson	Parent or Community Member

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

Other: School Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/26/22.

Attested:



Principal, Sarah Gialdini on 10/19/22



SSC Chairperson, John Postovit on 10/19/22

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019