

School Year: 2019-20

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gustine High School	24736192431807	November 4, 2019	November 13, 2019

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents and students participated in Title I, LCAP and school-wide needs assessments that addressed the questions below. Some of this information also came from meetings with stakeholders, who provided suggestions and input. The top results are listed:

What are the academic needs at Gustine High School and what would you like to see?

- More programs to help with reading
- Support in classes that use technology
- After school support programs
- Highly qualified teachers and staff
- A safe school for all

What current services should Gustine High School enhance or expand?

- Intervention and tutoring time
- Making summer school a more successful program
- Technology
- Additional CTE Pathways
- SAT and AP prep
- College and Career guidance
- English and Math Interventions
- English Language Learners Support
- School-to-Home Communications

What programs or courses would you like to see at Gustine High School?

- More dual enrollment college course options
- Business Pathway
- Medical Tech/CNA Pathway
- Updated school website
- More electives

What are the safety needs at Gustine High School?

- Programs and classes to help student wellness
- More security cameras on campus
- Parent notifications about safety on campus
- SRO and campus supervision on campus
- Drug education for students
- Canine detection service throughout the school year

What other suggestions and input would you provide?

- Improved food quality
- Drug education for parents
- Provide one-on-one tutoring

Gustine High School also utilizes the California Healthy Kids Survey to obtain data from students, parents, and staff about our school culture and climate. You can find more information about this survey on the www.cde.ca.gov website. The California Healthy Kids Survey is an anonymous, confidential survey of school climate and safety, student wellness and youth resiliency. It is administered to our 9th- and 11th-grade students, parents, and staff at Gustine High School. Throughout the school year, we use Google Forms for professional development options, CTE interest, staff culture, EL support, and parent surveys about school culture and climate.

Classroom Observations

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

Formal and informal classroom observations are conducted weekly by site administrators. GHS Teacher Leaders and administrators conduct instructional rounds to observe elements of quality teaching and learning, including attention to essential standards, classroom routines that ensure a safe and effective learning environment, and active vs. passive learning.

Formal evaluative observations by administration are conducted thusly:

New Teachers/Non-Tenured Teachers:

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

Tenured Teachers:

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

Tenured Teachers in the district for 10+ years:

- If satisfactory evaluations during the 10 years, the teacher will be evaluated every 5 years
- If unsatisfactory evaluation, then the teacher will be evaluated every year until a satisfactory evaluation is obtained.

Tenured Teachers in the District for fewer than 10 years:

- If satisfactory evaluations during the years, the teacher will be evaluated every other year
- If unsatisfactory evaluation, then the teacher will be evaluated every year until a satisfactory evaluation is obtained.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in math and language arts are reviewed in late August to identify the school's focus. In keeping with the GUSD's history and culture of data analysis and data-driven decision making, a variety of data were regularly and carefully analyzed by stakeholders (i.e., district leaders, site administrators, teachers, and parents) to determine what worked well and identify opportunities for improvement.

At the school-site level, this culture was reflected through the work of professional learning communities and department collaboration teams. Teachers use common formative assessments, as well as benchmark assessment results in ELA and Math to monitor and modify instruction. As of the 2019-2020 school year, department collaboration teams meet three times a week, in addition to a collaboration/staff period on Mondays. During Monday's meetings, all staff members discuss school-wide needs, as well as the use of AVID and ELD strategies and the principles of UDL to support all learners, including our students with disabilities and English language learners. We also review various forms of data to inform instructional practices and reteaching, in addition to informing staff of any important district-level information.

During departmental collaboration periods, standards-aligned learning targets are set, instructional practices are discussed and researched, and reteaching and Tier II interventions are planned based on informal and formal formative assessments.

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

Teachers utilize their curriculum-based assessments and mastery assessments on a weekly/monthly basis to plan and modify instruction focused on the Essential Standards for their grade level. Instructional materials are aligned to standards and proven effective in the classroom, and these are made available to all students. To ensure this is the case, teachers participate in the vetting of curricula to maximize student learning.

The Gustine High School PLCs have worked hard in the areas of curriculum and intervention. Students who are under-performing are served through a variety of intervention responses in class, after school, during lunchtime and in the morning. Our PLCs respond to students who struggle with the content as a team and with consistency. Further, many departments are now working to better extend learning for students who have already demonstrated mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the Gustine High School faculty are Highly Qualified. We currently have one teacher with a provisional internship credential and one who is an intern.

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

Teachers participate in professional development (PD) at the site and district level. On average, they attend full-day district professional development sessions thrice annually. The number of professional development opportunities depend on teachers' content areas and may include summer professional development. Additional designated funds allow teachers to attend conferences and other professional development opportunities.

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

Staff development has focused on supporting our English language and special education subgroups. There has been additional training regarding instruction and pedagogy specific to block schedule. The 2018-19 and 2019-20 school year have also been dedicated to writing our WASC Self Study and preparing for a November 2019 visit. In addition, all training is aligned to district and school goals found in the LCAP and SPSA. Attendance at training must be tied to district and site goals; therefore, the process of selecting and attending workshops is effective because both teachers and administrators must identify specific areas of the LCAP and SPSA before approval for training.

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

The high school has access to an instructional coach. We also work with a Solution Tree consultant who comes to Gustine High for 6 full days during the school year.

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

Teachers at Gustine High will have a 92-minute collaboration period built into the school day twice a week during the A/B block schedule, as well as a 40-minute collaboration period on Mondays. Weekly all-staff meetings focus on school-wide AVID strategies, school-wide EL strategies, Special Education needs and support, and data collection and analysis. Staff is also informed of any important district-level information.

Teaching and Learning

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

Gustine High School is committed to providing professional learning communities (PLCs) with the time and support to plan lessons and units that align with and adhere to content and performance standards.

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

N/A

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

N/A

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

Gustine High is committed to making instructional material available for all students that is aligned to standards and proven effective in the classroom. Teachers are able to participate in the vetting of curricula to maximize student learning.

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

Gustine High has curricular material that is focused and aligned to content-specific California State Standards. Specific intervention materials are discussed and used to improve the skill base for all students needing extra support. All GHS core courses are standards-aligned and A-G approved.

Opportunity and Equal Educational Access

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

GHS Students who are under-performing are served through a variety of intervention responses. These include targeted, in-class reteaching; before school, lunch, and after school tutoring; and after school academies focused on specific essential standards.

Evidence-based educational practices to raise student achievement

Gustine High is committed to implementing research-based strategies to assist our struggling students with a focus on our subgroups. These include students who are English language learners, Re-designated Fluent English Proficient, and socio-economically disadvantaged, as well as our students with disabilities. Practices include: interactive videos, summarizing, jigsaw activities, Socratic Seminars, direct instruction, explicit vocabulary instruction, and concept mapping.

Parental Engagement

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

Gustine High School holds After-School Academic Academies to provide under-achieving students with intervention and homework help. Additionally, Gustine High hosts a Coffee with the Principal once every month to discuss school achievement, safety, and the needs of parents and students. Gustine High Counselors host several parent night events throughout the year. Topics range from college- and career-awareness to the college application/registration process for senior parents. School Site Council, English Language Advisory Council, and Advancement Via Individual Determination parent meetings provide additional resources.

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)

Gustine High utilizes our School Site Council and our English Language Advisory Council to approve all ConApp programs.

Funding

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

Gustine High School used categorical monies to directly serve under-performing students by hiring a 6-12 instructional coach and bilingual aide, and we are developing six-week academic intervention academies that provide targeted remediation of specific essential standards.

Fiscal support (EPC)

N/A

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our SPSA analysis and data review was done by the elected Gustine High School Site Council members throughout the 2018-2019 school year and was most recently reviewed on August 27, 2019. The members have worked to ensure that the goals and improvement strategies were measurable based on verifiable state and local data, as well as legally compliant and in line with the district's goals, LCAP and LEA plan. At this time, we are operating based on the most recently approved SPSA, though it does not fully align with our observed needs. Indeed, we intend to revisit

this fully and revise once the updated budgetary information is available, seek approval from the Site Council in October, and submit it to the Governing Board for approval in November.

During the past year, Site Council Chair Barbara Azevedo, the seven members of the GHS Improvement Team, and members of the English Learner Advisory Committee met to discuss student needs and identify improvement strategies. These meetings resulted in insightful suggestions for modifying the Single Plan for Student Achievement for the 2019-2020 school year.

In addition, the team meets to:

- monitor the implementation of the approved SPSA, making modifications as necessary;
- measure the effectiveness of the improvement strategies and expenditures; and
- maintain documentation of all SSC actions and activities.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	%	0%	1		0
African American	1.0%	1.01%	.94%	6	6	5
Asian	1.1%	1.34%	1.32%	7	8	7
Filipino	1.1%	1.01%	.75%	7	6	4
Hispanic/Latino	74.9%	75.29%	78%	460	448	416
Pacific Islander	0.2%	0.17%	0%	1	1	0
White	20.7%	20.00%	18%	127	119	96
Multiple/No Response	0.2%	0.17%	.75%	1	1	4
Total Enrollment				614	595	532

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	165	145	128
Grade 10	169	157	137
Grade 11	142	151	132
Grade 12	138	142	135
Total Enrollment	614	595	532

Conclusions based on this data:

1. Enrollment has declined from previous years, but it is defined as "flat" because we are a small school. Enrollment is up to 571, which is an increase from last year; however, it is still in decline from three years ago.
2. Although not included in the data above, the 2019-20 Grade 9 class is very large at 168 compared to an average of 135 per grade level in 10, 11 and 12.
3. Based on our student group data, our Hispanic students make up 78% of our population. This is also a group that has scored significantly below standard on the math and ELA CAASPP.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	94	93	91	15.3%	15.6%	16.1%
Fluent English Proficient (FEP)	302	295	287	49.2%	49.6%	50.8%
Reclassified Fluent English Proficient (RFEP)	8	16	8	8.2%	17.0%	8.6%

Conclusions based on this data:

1. 2016-2017 was the last year of CELDT, which allowed us to redesignate more students in the beginning of the 2017-2018 school year.
2. Enrollment of English language learners had been decreasing due to students being reclassified; however, since the 2017-18 school year, we have been enrolling more new-comers than in previous years and more incoming freshman are classified as ELLs. As a result,
3. The number of students identified Initially Fluent English Proficient and Reclassified is decreasing. Students have struggled to meet the criteria for reclassification since the transition to ELPAC, and this has impacted our Long-Term English Language Learners to an even greater degree; this indicates a need to specifically address the language development of this subgroup.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	141	142	132	140	142	131	139	142	131	99.3	100	99.2
All Grades	141	142	132	140	142	131	139	142	131	99.3	100	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2598	2559	2585	23.74	14.79	21.37	35.97	26.76	32.82	23.74	27.46	25.19	16.55	30.99	20.61
All Grades	N/A	N/A	N/A	23.74	14.79	21.37	35.97	26.76	32.82	23.74	27.46	25.19	16.55	30.99	20.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.62	26.06	24.43	52.52	38.03	45.04	20.86	35.92	30.53
All Grades	26.62	26.06	24.43	52.52	38.03	45.04	20.86	35.92	30.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.53	18.31	29.77	45.32	49.30	49.62	20.14	32.39	20.61
All Grades	34.53	18.31	29.77	45.32	49.30	49.62	20.14	32.39	20.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.42	14.08	16.79	66.19	64.08	67.94	14.39	21.83	15.27
All Grades	19.42	14.08	16.79	66.19	64.08	67.94	14.39	21.83	15.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.53	26.76	28.24	49.64	46.48	48.85	15.83	26.76	22.90
All Grades	34.53	26.76	28.24	49.64	46.48	48.85	15.83	26.76	22.90

Conclusions based on this data:

1. In 2017--18, 11th grade students experienced a significant decline in performance on the ELA portion of the CAASPP. However, in 2018-19, student performance increased, with 54% of students meeting or exceeding the standards, up from the previous year at 42%.
2. In addition, GHS improved in ELA strands compared to the previous year: Reading increased from 64% to 69%; Writing from 67% to 80%; Listening from 78% to 85%; and Research 73% to 77%.
3. Although student performance on the ELA portion of the CAASPP has improved, 46% of the students are performing below standard. This reflects a concerning trend that needs to be addressed in a targeted manner.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	141	142	132	139	142	132	139	142	132	98.6	100	100
All Grades	141	142	132	139	142	132	139	142	132	98.6	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2549	2515	2540	8.63	2.11	4.55	16.55	9.86	15.91	30.94	28.17	28.03	43.88	59.86	51.52
All Grades	N/A	N/A	N/A	8.63	2.11	4.55	16.55	9.86	15.91	30.94	28.17	28.03	43.88	59.86	51.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.51	4.93	14.39	35.97	24.65	28.79	52.52	70.42	56.82
All Grades	11.51	4.93	14.39	35.97	24.65	28.79	52.52	70.42	56.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.79	2.82	9.09	45.32	39.44	44.70	43.88	57.75	46.21
All Grades	10.79	2.82	9.09	45.32	39.44	44.70	43.88	57.75	46.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.63	6.34	8.33	69.06	54.23	52.27	22.30	39.44	39.39
All Grades	8.63	6.34	8.33	69.06	54.23	52.27	22.30	39.44	39.39

Conclusions based on this data:

1. Gustine High students showed improvement in Math with 20% of students either exceeding or meeting standards, an improvement from the previous year at 12%.
2. GHS improved in two strands and stayed the same in one compared to last year. Concepts and Procedures increased from 30% to 43% and Problem Solving improved from 43% to 53%. Reasoning stayed at 60%. Although no growth was made in Reasoning, however, it is still the students' area of greatest strength.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1522.2		1514.3		1529.6		24	
Grade 10	1539.1		1523.0		1554.6		18	
Grade 11	1540.6		1531.6		1549.1		18	
Grade 12	1545.5		1535.3		1555.1		14	
All Grades							74	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		43.24		31.08		*		74	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	33.78		43.24		*		*		74	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		*		*		54.17		24	
All Grades	*		27.03		32.43		36.49		74	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*		50.00		*		24		
All Grades	33.78		52.70		*		74		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	45.83		*		*		24	
10	66.67		*		*		18	
All Grades	54.05		36.49		*		74	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9			*		62.50		24	
11			61.11		*		18	
All Grades	*		44.59		52.70		74	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		50.00		*		24	
10	*		72.22		*		18	
11	*		83.33		*		18	
12	*		78.57				14	
All Grades	20.27		68.92		*		74	

Conclusions based on this data:

1. Based on this data, EL students have basic interpersonal communication skills (BICS) in order to function at a social level but lack cognitive academic language skills that are needed to function at an academic level.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
595	76.3%	15.6%	0.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	15.6%
Foster Youth	2	0.3%
Homeless	2	0.3%
Socioeconomically Disadvantaged	454	76.3%
Students with Disabilities	68	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0%
Asian	8	1.3%
Filipino	6	1.0%
Hispanic	448	75.3%
Two or More Races	6	1.0%
Pacific Islander	1	0.2%
White	119	20.0%







Conclusions based on this data:

1. Gustine High School is primarily comprised of students who are Hispanic and/or socioeconomically disadvantaged. Both of these subgroups are areas of concern for us on the California Dashboard.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		
College/Career  Green		

Conclusions based on this data:

1. We are high performers in college-and-career readiness and graduation rate largely because we are a small school and one on one support is available to all students. We also hired two full time counselors, which helps us to increase students' academic and college awareness. In addition, counselors make classroom presentations at all levels, and we have an increased focus on CTE pathway and A-G completion.
2. Although we are currently rated orange in both English Language Arts and Mathematics, we are making some progress in these areas. Although we has fairly consistent scores for several years previously, we experienced a one-year decline, largely due to teacher turnover. To address these areas, the school has implemented a block schedule for the 2019-20 school year for extended time in classrooms and to better support in-class interventions.
3. We have seen an increase in suspension rate due to increased use in tobacco and drug use on campus. To address this area, we are working with the appropriate county programs to deal with in-school and home services for students.

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance









This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 22.6 points below standard Declined -41.9 points 136 students	English Learners  No Performance Color 99.6 points below standard Declined -35.1 points 34 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 27.6 points below standard Declined -38.6 points 106 students	Students with Disabilities  No Performance Color 136.7 points below standard 16 students

2018 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 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.5 points below standard Declined -38.4 points 107 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 4.9 points above standard Declined -42.7 points 23 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
143.6 points below standard Declined -70 points 18 students	50 points below standard Increased 6.8 points 16 students	7.8 points below standard Declined -40.8 points 37 students

Conclusions based on this data:

1. All of our groups declined in ELA performance during the 2017-2019 school year, in large part due to a new, first-year English teacher at the 11th grade level. This results in a serious decline, which impacted our current English Learners and Reclassified English Learners at a disproportionate rate in comparison to our English Only students. To address this, grades 9-12 have adopted the ERWC (Expository Reading and Writing Course) structure, which is intended to offer a balanced and academically rigorous program. In addition to making staffing changes to address weaknesses and implementing new curriculum, we are also working with the middle school within the district to improve vertical articulation; this is significant, as our cohort results show that, though scores decreased, there was nonetheless growth across the cohort.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report









Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Orange</p> <p>113.2 points below standard</p> <p>Declined -36.7 points</p> <p>136 students</p>	<p>No Performance Color</p> <p>169.6 points below standard</p> <p>Declined -12.4 points</p> <p>34 students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Orange</p> <p>113.1 points below standard</p> <p>Declined -25.1 points</p> <p>106 students</p>	<p>No Performance Color</p> <p>217.7 points below standard</p> <p>16 students</p>

2018 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 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 118.1 points below standard Declined -33.8 points 107 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 103.9 points below standard Declined -41.2 points 23 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
196.5 points below standard Declined -25.9 points 18 students	139.4 points below standard Increased 6.8 points 16 students	114.9 points below standard Declined -44.4 points 37 students

Conclusions based on this data:

1. Scores on the Mathematics portion of the CAASPP declined significantly due to staffing issues; as a result, students received very inconsistent curriculum and teaching methods. We recognize that Gustine High School currently lacks support classes within the school day for students who are achieving at level below standard. In addition, the department is creating a partnership with MCOE to work with a math coach to address our performance that has put GHS in the red.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
74	12.2%	43.2%	31.1%	13.5%

Conclusions based on this data:

1. Based on the data, our English Learners are not making progress. More than 50% of our students scored a 2 or 3. Moreover, our Long Term English Language Learners are not making any type of progress.
2. Out of the 74% of our English Learners that scored a 2 or 3, 34%(36 students) are also students with disabilities, which contributes to their lack of progress. Accordingly 40% of our students are LTL's, which may contribute to their lack of progress.
3. Students who are scoring at a level 4 are minimal in comparison to those at level 2 and level 3. We need to move more students from levels 2 & 3 to level 4. We are working to increase student familiarity with the exam format and expectations to increase the performance on the ELPAC.

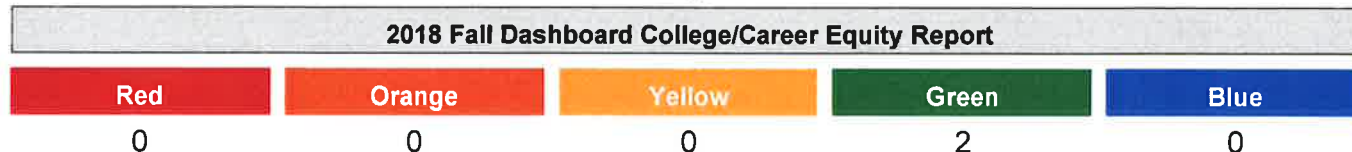
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 51.9% prepared Increased 14.1% 133 students	 No Performance Color 11.5% prepared Increased 2.8% 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 48.5% prepared Increased 9.6% 101 students	 No Performance Color 0% prepared Declined -7.7% 15 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 50.5% prepared Increased 11.5% 91 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 55.3% prepared Increased 29.3% 38 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
34.9% Prepared	37.8 Prepared	51.9 Prepared
23.8% Approaching Prepared	19.3 Approaching Prepared	15.8 Approaching Prepared
41.3% Not Prepared	43 Not Prepared	32.3 Not Prepared

Conclusions based on this data:

1. Students are able to earn necessary grades to be eligible and to graduate. In classrooms, students work hard and are supported by teachers to ensure that learners earn needed grades.
2. Pathways have been established in an effort to expose students to trades and real life skills. Students complete pathways due to interest and future goals.
3. Planning and meeting with students to provide early interventions for areas of need and focus support student success.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance









This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 99.2% graduated Maintained 0% 133 students	 No Performance Color 100% graduated Maintained 0% 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Blue 99% graduated Maintained -0.1% 101 students	 No Performance Color 93.3% graduated Increased +1% 15 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 100% graduated Increased +1% 91 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 97.4% graduated Declined -2.6% 38 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
99.3% graduated	99.2% graduated

Conclusions based on this data:

- Overall graduation rate is in good standing at 99.2% and all subgroups have a graduation rate that is classified at Very High. Because of our small school size, teachers are able to provide support and intervention for students who are struggling with course material and, as a result, students are able to earn passing scores, even when they struggle to perform on standardized tests. This is particularly true of our English Learner subgroup, which can perform well with support, but who are especially challenged by the independent reading and writing requirements on both the ELA and Mathematics sections of the CAASPP.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance









This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 7.3% suspended at least once Increased 2.2% 619 students	 Red 12.1% suspended at least once Increased 0.5% 99 students	 No Performance Color Less than 11 Students - Data Not 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 2 students	 Orange 8% suspended at least once Increased 1.8% 477 students	 Yellow 8.6% suspended at least once Declined -3.5% 70 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.9% suspended at least once Increased 1.8% 467 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 0 Students	 Orange 5.6% suspended at least once Increased 4.1% 124 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.2% suspended at least once	5.1% suspended at least once	7.3% suspended at least once

Conclusions based on this data:

1. Overall suspension rate is at 7.3% with an increase of 2.2%.
2. English Learners and Socioeconomically Disadvantaged increased from last year, while Students with Disabilities decreased -3.5%.
3. The most frequent causes for suspension involved either on-campus drug use or fighting. As a result, we have hired additional campus supervisors.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement in English Language Arts and Mathematics

LEA/LCAP Goal

Gustine Unified School District will develop and enhance quality instructional programs, through professional development, recruitment, and retention of quality teachers to increase student achievement and prepare students to be college and career ready.

Goal 1

SMART Goal for ELA

For the 2019-20 school year, Gustine High School will improve by 5% on students meeting or exceeding standard from 54% to 60% on ELA CAASPP.

SMART Goal Math

For the 2019-2020 school year, Gustine High School will improve by 5% on students meeting or exceeding standard from 20.5% to 25.5% on Math CAASPP.

Identified Need

All student performance on the CAASPP will improve yearly as Gustine High students work on essential standards throughout the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 54%	CAASPP ELA Percent Proficient 60%
CAASPP Math	CAASPP Math Percent Proficient 20.5%	CAASPP Math Percent Proficient 25.5%

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 and subgroups will be addressed

Strategy/Activity

After school intervention/support academies for ELA and Math

Principal

Teachers

ELD/SPED teachers

Teachers will continue to meet in weekly PLC collaboration meetings to dis-aggregate student data as it pertains to student needs and student success.

Principal

Asst Principal

Teacher Leaders

Teachers

Saturday academic intervention/support academies

Principal

Teachers

ELD/SPED teachers

Adjust site-testing schedule for ELA and Math to maximize student success and provide school site responsibility

Principal

Testing coordinators

teachers

Implement student exposure to CAASPP assessments through IAB's from 9th -11th grade

Principal

Teachers

Implement testing incentive program which includes: rally and CAASPP incentive promotional month prior to test.

Principal

Test coordinators

Teachers

Science and Social Science to continue to integrate ELA and Math CAASPP skills with their instruction.

Teachers

Instructional aides

ELD/SPED Teachers

Continue to use AVID and Bilingual tutors to support first instruction in Math and ELA classes

Teachers

AVID tutors

Bilingual aide

Continue to update and maintain technology for IAB and CAASPP assessments

Principal

IT

Continue to fund the Instructional Coach

Principal

Instructional coach

Teachers

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)
33,000	LCFF 4000-4999: Books And Supplies school supplies non-cap equipment - technology
11,000.00	Title I 2000-2999: Classified Personnel Salaries Bilingual aide
23,000	Title I 4000-4999: Books And Supplies Technology -
25,000	Title I 5000-5999: Services And Other Operating Expenditures
28,000	Lottery: Instructional Materials 4000-4999: Books And Supplies
33,000	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
14,000	Title I 2000-2999: Classified Personnel Salaries Bilingual Liaison
5,000	Title I 2000-2999: Classified Personnel Salaries Migrant and Bilingual aide

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Intervention for under performing students

Credit recovery within the school day for students to stay on track for graduation.

Principal

Teacher

Continued financial support for summer school

Principal
Teacher

Summer Math Bridge Program for incoming 9th graders
Principal
Teacher

Continue to add Pathway options with focus on Ag, Business and Medical option

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)
7,000	LCFF 4000-4999: Books And Supplies Edmentum online program
5,000	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Technology support for teachers and students

School wide expectations for technology integration and google classroom and UDL enhancement.

Principal
Teachers

Audio books and Application support for students in the classroom

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and healthy learning environment

LEA/LCAP Goal

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

Goal 2

Gustine HighTo ensure a safe and secure environment for all Gustine High School students, staff and visitors and to ensure the school is prepared to effectively respond to all emergencies that might affect safety or security of students and staff.

Identified Need

Upgrading the internal communication system and safety procedures. Having discussions with all stakeholders.....

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Facility Insertions Tool (FIT) report outcomes scores every year	85%	90%
Parent Involvement Measured by Parent Surveys	10%	20%
Increased campus supervision on campus	one full and one part time campus supervisor	2 full time campus supervisors
Update fire, alarm and phone systems	School wide communication system	All communication systems on campus are in working condition
Hired Knowledge saves lives	Yearly training for all staff	All staff members are trained every year
Suspension Rate	Suspension Rate 18-19: 7.3%	Suspension Rate: decrease to 5.0%
Attendance Rate	Attendance Rate 18-19: 94%	Attendance Rate: Increase to 95%

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

Implement PBIS program and safety initiatives for students

Conduct safety drills on campus

Asst Principal

Teachers

CADA Activities conference to increase positive school culture and climate

Principal

Activities and Leadership/Link Crew Teacher

Proactive discipline model and policies

Principal

Asst Principal

SRO

Teachers

Staff

Utilize Counselors and Behavioral Psych to support students

Principal

Counselors/Pysch

Teachers

Increase follow up for students with poor attendance

Asst Principal

Attendance clerk

SRO

Continue to follow SARB process to increase positive student attendance

Principal

Asst Principal

Attendance clerk

SRO

Canine service to visit campus 20 times during the 19-20 school year

Principal

Asst Principal

Share 911 - school wide safety alert system

Principal

Asst Principal

Teachers

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)	Source(s)
13,000	LCFF 5000-5999: Services And Other Operating Expenditures
20,0000	Title I 5000-5999: Services And Other Operating Expenditures

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

Strengthen PBIS incentive program for students and adults on campus

Principal

Activity Director

Bimonthly Improvement Team meeting to review data

Principal

Improvement team

School wide targeted behavior goals. Incentive include spirits weeks, treats for PLC meetings.

Principal

Asst Principal

Teachers

Staff

CAASPP Incentive program

Principal

Teachers

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	Title I 4000-4999: Books And Supplies
5,000	LCFF

	5000-5999: Services And Other Operating Expenditures
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent engagement

LEA/LCAP Goal

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

Goal 3

Gustine High School staff will work hard with parents and community members to create and continue to build a positive school culture and climate. This partnership will support all students in every aspect of their time at GHS.

Identified Need

Increasing school and social media communication and parent communication.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Teacher Conferences	10% of parents attend the event	15% of parent attend
Increase the number of parental involvement opportunities by 5 events	22 Events during the school year	27 Events during the school year
Increase the number of school wide student activities	55 Event days for the school year	60 Event days for the school year
Parentsquare communication	50% of teachers will communicate to parents through ParentSquare	75% of teachers will communicate to parent through ParentSquare
Social media platforms	Highlight events on campus on all social media platforms that are tied to GHS 90%	Highlight events on campus on all social media platforms that are tied to GHS 100%
Parent education and information day and night events	College/career and academic meetings for parents 4 times a year	Increase from 4 time to 5 times per year.
Working with district schools to provide awareness nights	School/district partnership one time per school year	Increase school/district partnership for awareness night events to 2 times per year.
School related fields trips for academic and co-curricular activities	School sponsored events are ongoing throughout the year.	School sponsored events are ongoing throughout the year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agriculture events for student pursuing co-curricular activities in FFA	FFA attends 90% of sponsored activities to 90%	FFA attends 90% of sponsored activities to 100%

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

Actions/Service

Survey parents, students and staff to see what types of event should be held on campus.

Principal

Advisors

Improvement team

Increase community liaisons contact with parents in regards to attendance and academic performance.

Principal

Bilingual Liaison

Attendance Clerk

Continue maintaining GHS Facebook, Instagram and website platforms for news and information

Administrative Assistant

ASB Advisor

Home to School Communication for all supports and events that happen on campus

Principal

Asst Principal

Administrative Assistant

Bilingual Liaison

School sponsored academic/co-curricular and extra -curricular events to enhance student involvement

Principal

Asst Principal

Administrative Assistant

Advisors

FFA Advisors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Title I 4000-4999: Books And Supplies
13,000	LCFF 4000-4999: Books And Supplies
27,000	Agriculture Vocational Incentive 4000-4999: Books And Supplies
12,000	Agriculture Vocational Incentive 5000-5999: Services And Other Operating Expenditures

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

--

LEA/LCAP Goal

--

Goal 5

--

Identified Need

--

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds 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	\$484,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$346,000.00

Subtotal of additional federal funds included for this school: \$346,000.00

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

State or Local Programs	Allocation (\$)
Agriculture Vocational Incentive	\$39,000.00
LCFF	\$71,000.00
Lottery: Instructional Materials	\$28,000.00

Subtotal of state or local funds included for this school: \$138,000.00

Total of federal, state, and/or local funds for this school: \$484,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Agriculture Vocational Incentive	39,000.00
LCFF	71,000.00
Lottery: Instructional Materials	28,000.00
Title I	346,000.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	33,000.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	166,000.00
5000-5999: Services And Other Operating Expenditures	255,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	Agriculture Vocational Incentive	27,000.00
5000-5999: Services And Other Operating Expenditures	Agriculture Vocational Incentive	12,000.00
4000-4999: Books And Supplies	LCFF	53,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	18,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	28,000.00
1000-1999: Certificated Personnel Salaries	Title I	33,000.00

2000-2999: Classified Personnel Salaries	Title I	30,000.00
4000-4999: Books And Supplies	Title I	58,000.00
5000-5999: Services And Other Operating Expenditures	Title I	225,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	194,000.00
Goal 2	223,000.00
Goal 3	67,000.00

School Site Council Membership

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

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

Name of Members	Role
Adam Cano	Principal
Manuel Bettencourt	Other School Staff
Andrea Verdin	Other School Staff
Yaneli Ledezma	Classroom Teacher
Melody Noceti	Classroom Teacher
Alan Ward	Classroom Teacher
Melanie Gomes	Parent or Community Member
Jennyfer Alamo	Classroom Teacher
	Parent or Community Member
Patrica Zavala	Parent or Community Member
Erika Alvarez	Parent or Community Member
	Secondary Student
Arturo Alapizco	Secondary Student
Ryan Correra	Secondary Student
Megan Azevedo	Secondary Student
Selena Lopez	Secondary Student
Alexa Nunes	Other School Staff
Maria Alapizco	Parent or Community Member
Gerzayr Alapizcp	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

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

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

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

Attested:

Principal, Adam Cano on November 4, 2019



SSC Chairperson, Barbara Azevedo on November 4, 2019



Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019