School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Granite Bay High School	31 66928 3130184	May 11, 2022	

Purpose and Description

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

X Schoolwide Program

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

The school is using its SSPSA to focus on actionable steps that break down barriers for all students to be successful.

Table of Contents

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, students, and staff take yearly LCAP surveys that help narrow down where we should be focusing our resources. The GBHS administration has taken steps to improve intervention and communication and has focused its goals around these critical areas. We have administered perception surveys to parents, students, and staff, using the "Data Analysis for Continuous School Improvement" framework by Victoria Bernhardt. Furthermore, these results were studied by district and staff personnel, as well as our School Site Council, in order to drive goal setting. These survey results were a driving force in our WASC and Single School Plan goals. We learned that more work is to be done in culturally responsive teaching, socio-emotional and academic support for at-risk students, and professional learning team practices that create consistent, equitable experiences for all students.

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

Classroom observations are conducted regularly by site and district administration as part of the teacher evaluation process. Each year we formally evaluate approximately 40 of our 88 teachers. All teachers on the evaluation cycle are required to attend a pre-evaluation meeting at the beginning of the school year where they are given all evaluation documents and the process is clearly explained. Teachers then set up individual pre-evaluation meetings and formal observation dates for the term. Following every formal evaluation, teachers receive immediate feedback through the Lesson Observation Form that is sent via email within 24 hours. This feedback is followed up by a formal or informal conference to highlight strengths as well as areas for growth. Teachers new to the district are formally evaluated twice a year, while those teachers that have received permanent status are evaluated on an every-other-year cycle. Permanent teachers in good standing, who have been in the district for ten or more years, are placed on a three-year evaluation cycle. Teachers new to the profession are also supported through a district-based Beginning Teacher Support and Assessment Program (BTSA), staffed with two trainers who visit all sites. As an administrative team, we have gone out to classrooms at least once per year to observe teachers together on learning walks. We then discuss what we observed in an effort to norm the process and provide consistent feedback on the establishment of clear learning objectives and checks for understanding as well as calibrating our observational skills around clear targets.

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)

Granite Bay High School currently utilizes both the California Assessment of Student Performance and Progress (CAASPP) and AP/IB assessment results to improve instruction. GBHS PSAT scores have all shown a steady increase during the last five years and exceed 550 in all areas. AP scores in the core areas of Math, English, and Science all reach at least the 80% passing rate, with over 2200 tests ordered for this spring. Additionally, our IB diploma candidates consistently pass their exams at the rate of 90% or above each spring. Our teachers consistently reflect and adjust their instructional methods, based on the scores they receive each summer. As for our CAASPP scores, they consistently remain at 75% passing for math, and 90% for English. Students are prepared for the CAASPP exams through practice exams and a study of standards from the previous year.

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

Common assessments are utilized in core areas of Math, Science, English, Spanish, and more. GBHS teachers use student feedback and the results of assessments to monitor student progress. However, assessments are not always used in a systemic manner, although we anticipate our ability to incorporate Professional Learning Team (PLT) driven formative assessments will improve as we continue to examine our grading practices. Bright spots on campus include our Integrated Math 1-3 teachers who are in lockstep with their pacing and assessments. A school focus on Common Assessments and using data to drive instruction is expected to increase participation in this important teacher practice directly related to student learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Granite Bay High School and the Roseville Joint Union High School (RJUHSD) District follow all state and federally mandated hiring practices. Any certificated staff working in a specialty area, such as Leadership or Student Government, is placed on "Committee on Assignment" in accordance with state requirements. Any certificated staff teaching in the Regional Occupation Program (ROP) and/or Career Technical Education (CTE) courses is required to hold the proper credential and all are expected to develop programs of study in line with district requirements.   All open positions are posted through EDjoin, and properly credentialed candidates are interviewed. Selected candidates are vetted through a comprehensive background check and cleared through the site and district personnel offices. Once selected, candidates are forwarded to the school board for official authorization to hire.

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

The RJUHSD ensures that all teaching staff meets Highly Qualified Teacher (HQT) status. Professional development is spearheaded by the RJUHSD Curriculum and Instruction Department, with recent efforts focused on Technology as an accelerator and the transition to Common Core Standards. GBHS administration has developed a plan to address the specific needs of our staff in their efforts to provide quality instruction to our students. Our staff meetings are designated as professional growth opportunities with teacher and administrator-led training. Our teacher PLT time is currently held on Wednesday mornings from 7:30-8:30 a.m.   Finally, the staff is supported and encouraged to participate in training offered professionally off-site, with many departments sending teachers both across the state and around the country.

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

Site-based staff development is evolving as administration both surveys the teachers and determines needs from their own observations. District professional development specialists work in conjunction with the administration to set goals that align with the district, WASC (Western Association of Schools and Colleges), and Single School Plan goals.   Currently, we have been emphasizing Canvas and Learner Driven Instruction, and many of our faculty meetings include direct application of these strategies in order to help staff members stay current. Additionally, GBHS teachers participate in a weekly Professional Learning Team (PLT) process that encourages and fosters alignment to content standards and assesses student performances. While we have much work to do in this area, we do have some PLTs using common assessments to drive their instruction, as well as common grading policies within departments. This will continue to be an area of focus.

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

Teachers are provided mentoring and support through formal observations and department chairs, as well as BTSA and instructional coaches provided by the district. Within our professional development plan there is an emphasis on cultural responsiveness in order to provide teachers the tools they need to be as effective as possible in the classroom. Finally, teachers are encouraged and given release time to observe others and then spend time discussing and debriefing those observations.

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

> GBHS staff collaborates in subject and grade level professional learning teams, and are allotted 45 minutes per week on Wednesday mornings to do so. Departments also collaborate on larger issues of grading policies, vertical alignment and approaches to overarching themes within their discipline. GBHS staff also meet and collaborate with other district staff during our three professional development days throughout the year, as well as through Zoom district meetings.

Teaching and Learning

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

> Granite Bay High School's curricula must be approved by the district's Continuous Improvement Leadership Team (CILT) as well as the school board. Our site curriculum has been based on Common Core as the new standards are rolled out. Common assessments at the district and site level help to align all of the district schools with these standards as well as provide a guaranteed and viable curriculum. For example, Granite Bay High School's math department uses the new Common Core Eight Mathematical Practices and has created an integrated math series together with all integrated math teachers across the district. The science courses are now using Next Generation Science Standards (NGSS). Our AP and IB courses receive new information on course curriculum as well as feedback from assessment results that ensure alignment. We received information from our 2019 eleventh graders' CAASPP testing that demonstrated that we were doing exceptionally well in both English and math, with a passage rate of 74% and 89% respectively. Teachers from each district school's core subject areas meet together as a curricular team to align Essential Learning Outcomes, as well as common assessments, for our core subject areas.   Additionally, our Career Technology Education (CTE) Programs present and review their courses of study through the district-sponsored CTE meetings. Finally, all textbooks go through a district approval process that requires input from each site.

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

> Our instructional minutes are audited annually to ensure that we are well over the required amount. Additionally, we provide 80 minutes of daily, dedicated support for math through our Access math course, and English Language Development courses using the Edge curriculum.

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

> Although we are not a K-8 school, our master schedule does allow for some flexibility for intervention courses. We offer Academic Lab classes for our students who have qualified for Special Education. Additionally, our Math Lab course prepares students to successfully participate in the Integrated Math series as 9th graders. Our "On Track" program includes an open library every afternoon until 4 p.m. with free tutoring available, and students who aren't completing assignments are assigned to our quiet Study Hall in the Career Center during the same time period. The majority of students are supported through traditional interventions implemented by teachers in their own classrooms, especially during our 28 min intervention period--"Grizz Time"-- that is embedded into the regular school day.

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

In accordance with the Williams Act, all students receive the appropriate instructional materials at Granite Bay High School. Our textbooks go through an adoption process that includes approval from all department chairs and principals across the district, as well as the Continuous Improvement Leadership Team (CILT).

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

Every student has access to standards-aligned core courses, from the college prep level, to Honors, Advanced Placement or International Baccalaureate classes. As stated above, all courses are aligned to state standards and transitioning to Common Core standards. We will continue to purchase only SBE-adopted texts and materials for core, applied core and intervention courses. UC -AG

Opportunity and Equal Educational Access

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

We have English Learner Development courses, Math Lab, and Special Ed courses available, and many of these students are also integrated into the mainstream classroom and supported by our Learning Support Specialist (LSS), Special Services Coordinator, and/or our Comprehensive Counselors. Additionally, our teachers intervene with students who need extra support before school, during our "Grizz Time" Intervention Period, at lunch, and/or after school. We refer under-performing students for intensive intervention after school in our On Track program. Our Positive Behavior Intervention System (PBIS) has greatly increased positive reinforcement for desired behaviors, and we refer our students who need more emotional support to both our Learning Support Specialist and our comprehensive counselors here on campus,as well as our Wellness Center staff by Marriage and Family Therapist (MFT) Interns, and Masters of Social Work (MSW) interns through a district program.

Evidence-based educational practices to raise student achievement

First and foremost, we believe that intentionally organized Professional Learning Teams are the best way to raise student achievement when teachers share best practices and reflect on their data from common formative assessments. We also focus our staff development in the area of first instruction and student connection strategies so that students are actively involved in the learning process and therefore more likely to succeed. Teacher observations focus on the clarity of the topic, the checks for understanding and explicit teaching of vocabulary and questioning strategies, and feedback is swift and clear as teachers move through the observation cycle. We use the Edge curriculum with our English Learners, and offer Programs of Study in several areas of engineering, instructional technology, media, and business.

Parental Engagement

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

We implement programs and services through the Local Control Accountability Plan (LCAP) funding. Although our key cohorts are small in number, there is a renewed sense of purpose in closing the achievement gap for all students. The district has involved all of its schools in the planning stage, and Granite Bay High School is learning how to best apply these funds. The district has provided a Learning Support Specialist for our school and has allowed Granite Bay HS to use LCAP funds in the most effective way for our site. On Homelink, at their convenience, parents can access their students' in-progress grades and assignments. Additionally, many teachers utilize Canvas and Google Classroom learning management systems to post lectures, lecture notes, assignments, and resources. In normal years, all incoming ninth-graders are treated to a showcase day where they can explore the different elective areas available and potentially discover a course that uncovers their passion.

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

The body that oversees our Single School Plan is our School Site Council. The group is comprised of parents, teachers, students and other school personnel and reviews all categorical budgets and sections of this School Site Plan. Staff members are represented by department coordinators from all across the campus and is another level of involvement for our teachers. Parents are also involved in our LCAP planning meeting, our PBIS team and our Student Attendance Mediation (SAM) program that targets students who are truant.

Funding

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

All five of Granite Bay High School's comprehensive counselors serve our English Language Learners who have been identified by the Home Language Survey and then the subsequent ELPAC test. Additionally, counselors work with students who have been identified as Foster Youth, Socio-Economically Disadvantaged, at risk of not passing Core Classes, and/or Homeless. A Learning Support Specialist (LSS) was added during the school year 2014-15 and is assisting all of our counselors with students at risk. Our LSS is assigned to students who need a little more support and helps our economically disadvantaged families get connected to resources on campus and in the community. In 2021 we added a Community and Engagement Liasion to work on attendance, tobacco and drug use prevention, home visits, and language translation. All students that qualify for McKinney Vento status are offered services and supplies at either a free or reduced cost. Finally, our PBIS team strives to provide support to students by catching them doing things right.

Fiscal support (EPC)

The School Site Council reviews categorical funds to ensure alignment with school and district goals. All students receive required instructional materials, and all departments on campus receive budget allocations to ensure all students' educational needs are supported.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Granite Bay HS School Site Council meets monthly--studying data, considering new course proposals and new programs, and making the final decision on what goes into the SPSA.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 9	559	492	497
Grade 10	507	573	477
Grade 11	494	509	549
Grade 12	513	487	503
Total Enrollment	2,073	2,061	2,026

Conclusions based on this data:

1. Most cohort sizes remain steady

2. Asian and Hispanic cohort is growing, white decreasing

3. Enrollment slightly decreasing

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	12	25	33	0.6%	1.2%	1.6%
Fluent English Proficient (FEP)	283	295	290	13.7%	14.3%	14.3%
Reclassified Fluent English Proficient (RFEP)	9	8	8	50.0%	66.7%	32.0%

Conclusions based on this data:

1. Amount of English Learners is increasing

2. FEP student cohort went down

3. Reclassified numbers, although small, are steady

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	514	467	545	508	459	529	508	459	529	98.8	98.3	97.1
All Grades	514	467	545	508	459	529	508	459	529	98.8	98.3	97.1

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2682.	2685.	2690.	58.07	57.08	57.84	30.71	31.59	29.30	7.09	8.28	9.45	4.13	3.05	3.40
All Grades	N/A	N/A	N/A	58.07	57.08	57.84	30.71	31.59	29.30	7.09	8.28	9.45	4.13	3.05	3.40

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	65.75	61.66	53.12	29.33	34.42	43.29	4.92	3.92	3.59
All Grades	65.75	61.66	53.12	29.33	34.42	43.29	4.92	3.92	3.59

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	65.09	65.14	54.55	29.59	31.15	40.34	5.33	3.70	5.11
All Grades	65.09	65.14	54.55	29.59	31.15	40.34	5.33	3.70	5.11

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	46.46	45.75	28.54	49.80	52.29	68.43	3.74	1.96	3.02
All Grades	46.46	45.75	28.54	49.80	52.29	68.43	3.74	1.96	3.02

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	60.04	57.08	53.31	34.84	39.00	44.23	5.12	3.92	2.46
All Grades	60.04	57.08	53.31	34.84	39.00	44.23	5.12	3.92	2.46

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

Conclusions based on this data:

1. Over 89% of our juniors are above or meeting the standards in English.

2. Juniors who did not score above or meeting the standards scored the lowest in the Research/Inquiry strand of the CAASPP

3. We need to investigate and identify the 11% cohort of students that nearly meet or are below standards and target intervention for skill gaps.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	514	467	544	507	459	526	507	459	521	98.6	98.3	96.7
All Grades	514	467	544	507	459	526	507	459	521	98.6	98.3	96.7

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

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	2689.	2693.	2663.	46.15	44.44	33.97	27.61	29.85	27.06	17.16	16.56	24.18	9.07	9.15	14.78
All Grades	N/A	N/A	N/A	46.15	44.44	33.97	27.61	29.85	27.06	17.16	16.56	24.18	9.07	9.15	14.78

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	62.52	61.22	39.73	24.06	23.97	44.53	13.41	14.81	15.74
All Grades	62.52	61.22	39.73	24.06	23.97	44.53	13.41	14.81	15.74

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	46.35	50.33	35.89	44.77	39.87	55.85	8.88	9.80	8.25
All Grades	46.35	50.33	35.89	44.77	39.87	55.85	8.88	9.80	8.25

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	49.70	49.89	36.66	42.80	42.48	56.05	7.50	7.63	7.29
All Grades	49.70	49.89	36.66	42.80	42.48	56.05	7.50	7.63	7.29

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

Conclusions based on this data:

1. Pandemic and digital learning affected a significant drop in proficiency

2. Almost 75% of our students meet or exceed standards in math, which has remained steady the past few years.

3. We still have 25% of our students who we need to get to at least the proficient level.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	1575.8	*	*	1579.8	*	*	1571.3	*	6	12
10		*	*		*	*		*	*		*	5
11	*	*	*	*	*	*	*	*	*	*	*	5
12		*	*		*	*		*	*		*	*
All Grades										12	10	25

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	25.00	*	*	58.33	*	*	16.67		*	0.00	*	*	12
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	32.00	*	*	48.00	*	*	16.00		*	4.00	12	*	25

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	58.33	*	*	25.00	*	*	16.67		*	0.00	*	*	12
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	48.00	*	*	32.00	*	*	16.00		*	4.00	12	*	25

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Written Language — Percentage of Students at Each Performance Level for All Students															
9	*	*	8.33	*	*	33.33	*	*	41.67		*	16.67	*	*	12
10		*	*		*	*		*	*	*	*			*	*
11	*	*	*	*	*	*		*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	16.00	*	*	32.00	*	*	40.00		*	12.00	12	*	25

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Listening Domain — Percentage of Students by Domain Performance Level for All Students												
9	*	*	0.00	*	*	100.00		*	0.00	*	*	12
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*		*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	12.00	*	*	76.00		*	12.00	12	*	25

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Speaking Domain — Percentage of Students by Domain Performance Level for All Students												
9	*	*	83.33	*	*	8.33		*	8.33	*	*	12
10		*	*		*	*		*	*		*	*
11	*	*	*		*	*		*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	91.67	*	88.00	*	*	4.00		*	8.00	12	*	25

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	16.67	*	*	66.67		*	16.67	*	*	12
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*		*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	20.00	*	*	68.00		*	12.00	12	*	25

Reading Domain
Percentage of Students by Domain Performance Level for All Students

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	0.00	*	*	100.00		*	0.00	*	*	12
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*		*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	8.33	*	*	87.50		*	4.17	12	*	24

Writing Domain
Percentage of Students by Domain Performance Level for All Students

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

Conclusions based on this data:

2. 11 of the 12 from the school year 17-18 scored at nearly 92% proficiency in the speaking domain

3. Many EL students come to GBHS already proficient in conversational English.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2026	**12.1**	**1.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	33	1.6
Foster Youth		
Homeless	19	0.9
Socioeconomically Disadvantaged	245	12.1
Students with Disabilities	104	5.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	2.1
American Indian or Alaska Native	28	1.4
Asian	283	14.0
Filipino	52	2.6
Hispanic	241	11.9
Two or More Races	66	3.3
Native Hawaiian or Pacific Islander	7	0.3
White	1256	62.0

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged cohort is growing.

2. Our English Learner cohort remains very small.

3. Our white cohort is slowly decreasing as we become a bit more diverse each year.

School and Student Performance Data
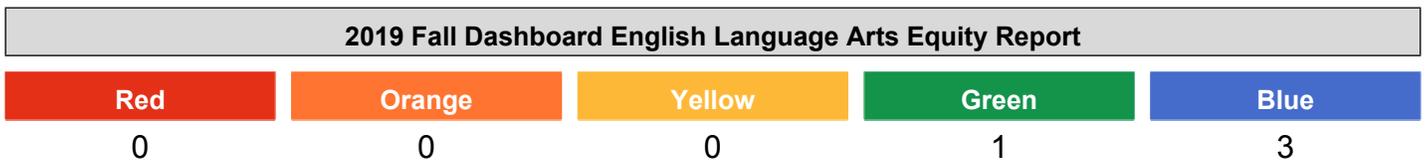
Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. All areas of Academic Performance and Academic Engagement are in the blue range, which is the highest level.

2. Scoring within the blue range means that our scores continue to increase and need to continue that upward cllimb if we are to remain in this color.

3. Although our overall suspension rate is decreasing, the students that belong to key cohorts and need to examine this practice in order to move into the blue range within "climate"

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	3

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
102.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3 points	5	1
459		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	56.4 points above standard	21.5 points below standard
5	Declined -3.2 points	Increased ++12.3 points
	49	13

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	155.2 points above standard	103.3 points above standard
10	1	Increased Significantly ++16.6 points	12
		64	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
94.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	97.6 points above standard
Increased ++12.2 points	9	1	Maintained ++0.4 points
45			298

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	102.3 points above standard
1	4	Maintained ++2.6 points
		391

Conclusions based on this data:

1. We have increased by 12.2 points in our Hispanic cohort English proficiency.

2. We have increased our proficiency by 16.6 points in our Asian cohort

3. Special Education needs focus for improvement

School and Student Performance Data
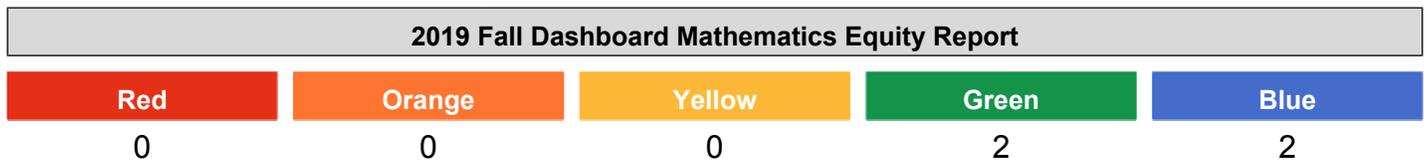
Academic Performance
Mathematics

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
65.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.3 points	5	1
459		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1 points above standard	71.4 points below standard
5	Declined -12.3 points	Increased Significantly ++45.2 points
	49	13

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	149.7 points above standard	83.2 points above standard
10	1	Increased Significantly ++23.9 points	12
		64	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Green
57.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	55.2 points above standard
Increased Significantly ++34.4 points	9	1	Declined -3 points
45			298

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	63.3 points above standard
1	4	Increased ++6.6 points
		391

Conclusions based on this data:

1. Our SED cohort is underperforming and needs improvement

2. Our Hispanic cohort's achievement in math has increased significantly, and has moved into the blue range.

3. Our Asian cohort increased significantly in math proficiency, while our white cohort declined by 3 points.

# School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

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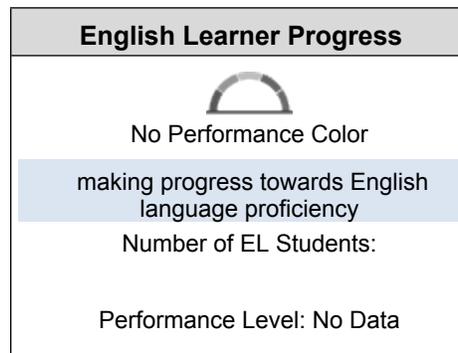
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Many of our EL students come to us very strong in English skills already as identified by the 75% scoring as Well Developed

2. It is very difficult to measure performance with such a small cohort.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	497	100
African American	10	2
American Indian or Alaska Native	6	1.2
Asian	58	11.7
Filipino	13	2.6
Hispanic	57	11.5
Native Hawaiian or Pacific Islander	2	0.4
White	322	64.8
Two or More Races	15	3
English Learners	12	2.4
Socioeconomically Disadvantaged	82	16.5
Students with Disabilities	24	4.8
Foster Youth	1	0.2
Homeless	18	3.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	217	43.8
African American		
American Indian or Alaska Native		
Asian	41	70.7
Filipino	5	38.5
Hispanic	21	37.5
Native Hawaiian or Pacific Islander		
White	134	41.6
Two or More Races	4	26.7
English Learners	1	8.3
Socioeconomically Disadvantaged	21	25.6
Students with Disabilities	1	4.2
Foster Youth		
Homeless	2	11.1

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	32	6.5
African American		
American Indian or Alaska Native		
Asian	6	10.3
Filipino	0	0
Hispanic	2	3.6
Native Hawaiian or Pacific Islander		
White	20	6.2
Two or More Races	1	6.7
English Learners	0	0
Socioeconomically Disadvantaged	3	3.7
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	40	8
African American		
American Indian or Alaska Native		
Asian	3	5.2
Filipino	0	0
Hispanic	5	8.8
Native Hawaiian or Pacific Islander		
White	28	8.7
Two or More Races	2	13.3
English Learners	0	0
Socioeconomically Disadvantaged	5	6.1
Students with Disabilities	1	4.2
Foster Youth		
Homeless	1	5.6

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	366	73.6
African American		
American Indian or Alaska Native		
Asian	54	93.1
Filipino	7	53.8
Hispanic	35	61.4
Native Hawaiian or Pacific Islander		
White	242	75.2
Two or More Races	8	53.3
English Learners	6	50
Socioeconomically Disadvantaged	38	46.3
Students with Disabilities	3	12.5
Foster Youth		
Homeless	6	33.3

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	34	6.8
African American		
American Indian or Alaska Native		
Asian	3	5.2
Filipino	0	0
Hispanic	5	8.8
Native Hawaiian or Pacific Islander		
White	25	7.8
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	3	3.7
Students with Disabilities	1	4.2
Foster Youth		
Homeless	0	0

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	14	2.8
African American		
American Indian or Alaska Native		
Asian	1	1.7
Filipino	0	0
Hispanic	1	1.8
Native Hawaiian or Pacific Islander		
White	10	3.1
Two or More Races	1	6.7
English Learners	0	0
Socioeconomically Disadvantaged	1	1.2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	1	0.2
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	0.3
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

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

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

Conclusions based on this data:

1. Our overall A-G rate is 81.3, which has remained steady.

2. Our SED cohort A-G rate is 63, which is significantly behind our overall rate.

3. Our Hispanic A-G rate has declined to 63.5%, which needs to be addressed.

School and Student Performance Data

Academic Engagement
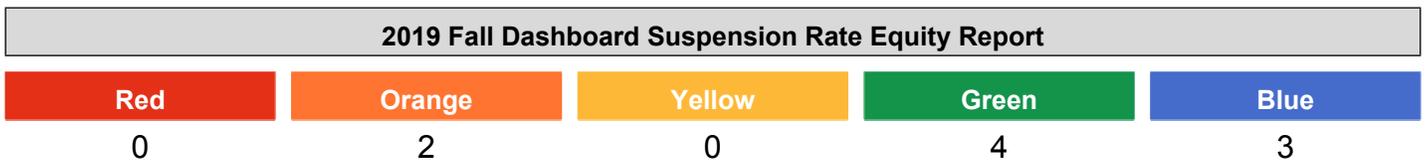## Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
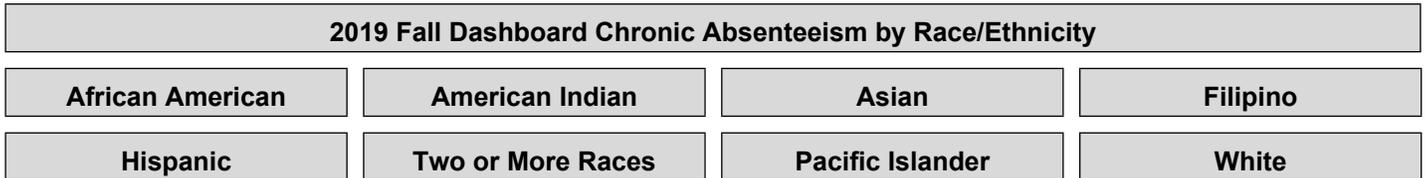
Conclusions based on this data:

1. There is no data present to analyze

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	497	462	1	93
English Learners	12	9	0	75
Foster Youth	1		0	
Homeless	18	14	0	77.8
Socioeconomically Disadvantaged	82	71	0	86.6
Students with Disabilities	24	13	0	54.2
African American	10		0	
American Indian or Alaska Native	6		0	
Asian	58	57	0	98.3
Filipino	13	11	0	84.6
Hispanic	57	51	1	89.5
Native Hawaiian or Pacific Islander	2		0	
White	322	301	0	93.5
Two or More Races	15	15	0	100

Conclusions based on this data:

1. Our overall graduation remains steady and above 93%

2. Our SED graduation rate has also remained steady, but at a 93.9%, which trails behind the overall rate.

3. Our Hispanic rate trails significantly at 86.8%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	4	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
1.9	0	Less than 11 Students - Data Not 3
Declined -1.3	Declined -10.5	
2115	21	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Green
9.1	4.2	5.5
Increased +2.4	Declined Significantly -2.5	Declined -7.1
33	265	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Blue	Blue
0	0	0.4	0
Declined -9.3	Declined -18.2	Declined -0.4	Declined -2.1
45	20	264	50

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Green
4.5	1.8	Less than 11 Students - Data 5	2
Increased +0.8	Declined -2.8		Declined -1.2
222	113		1396

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	1.9

Conclusions based on this data:

1. Our Homeless population has a higher suspension rate than do our other key cohorts

2. Our suspensions of African American, White and Filipino students have all decreased

3. Our SED student suspension rate has declined.

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

Wellness and Safety

LEA/LCAP Goal

Increase student access to social-emotional learning (SEL) supports and services to improve safety and well being for all students.

Goal 1

Granite Bay High School will continue to address the physical and emotional safety of students in order to create a culture of inclusion.

Identified Need

Staff, student and parent perception data indicates a desire to focus on safety so that students' abilities to access learning are even greater. Furthermore, potential disruptions will be reduced.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual perception surveys	3.7/5 likert scale satisfaction with student social & emotional learning	4/5 satisfaction
Referral and discipline data	1100 average student referrals for tardies, phones, off-task behaviors	1000 student referrals (decrease by 100 per year)
Wellness Center Referrals/Information	380 individual student contacts with wellness staff	400 individual student contacts

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

Continue implementation of Restorative Practices

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)
0	Not Specified None Specified Send 6 more staff to district funded IIRP trainings

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

Breaking Down the Walls

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)
2500.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Speaker and Training, plus substitute costs

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

Social Media Responsibility Lessons

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)
0	

	Librarian presents lessons for 9th grade Health students to help combat the challenges social media presents

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase preventative measures for vaping

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)
0	Not Specified None Specified Utilize TUPE grant (Tobacco Use Prevention Education) in conjunction with Wellness Center to educate community and students on dangers of vaping

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administer student perception survey annually

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)
0	Identify student needs and experiences on the GBHS campus

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve safety drill efficacy (fire, lockdown, active shooter, etc)

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)

| 500 | LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies

Supplies based on feedback from local emergency response services; adequate instructional time dedicated to drills |
|---|---|

Strategy/Activity 7
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.

0	

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Wellness Center

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)

| 0 | Not Specified
None Specified
District sponsored but housed on campus in area that is staffed to provide emotional support for students and resources to enhance their well being. Suicide prevention education offered campus wide through this center as well. |

Strategy/Activity 9

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.

| 0 | |

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

| Athletes |

Strategy/Activity

| Improve Coaching/Student Relationships through Inside Out Coaching Trainings. |

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)
300.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies Purchase 20 copies of "Inside Out Coaching" and develop protocols and expectations for how all coaches mentor athletes. Complete district sponsored training.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

| All Students |

Strategy/Activity

Grow Community through Inclusion and Behavior Expectations in Student Cheering Section "Grizz Nation"

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)
3000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Section Summit. Leadership in athletics. Speaker presenter

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Leaders Identified by Coaches and Club Advisors

Strategy/Activity

Leadership Summit

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)
3,000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Leadership Training for athletic captains & club leaders to reach out to all students

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Positive Behavior Intervention System (PBIS)

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)
10,835.00	LCFF Supplemental: ($2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures Students are taught expectations and rewarded for appropriate behavior in areas across campus. PRIDE tickets and prizes housed in Student Store.

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hire Motivational Speaker that specifically targets Socio-Emotional Learning

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

Amount(s)	Source(s)
4,000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5800: Professional/Consulting Services And Operating Expenditures Motivational Speaker for first week of school

Strategy/Activity 15
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.

0	

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We have been working on this goal for several years, especially concentrating on inclusive strategies that address socio-emotional safety.

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

Many of the steps under this goal don't require funds, so it is both sustainable and relatively quick to implement.

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

Annual perception data will be an important part of learning how effective each above-listed strategy is in addressing student emotional and physical safety.

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

Equity

LEA/LCAP Goal

Equity and Inclusion; College, Career & LIfe Ready

Goal 2

GBHS will improve on and implement further supports for Key Cohorts.

Identified Need

Achievement data show that students in key cohorts are underperforming--specifically our Socio-Economically Disadvantaged (SED)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Proficiency Rates for SED	77% in 2019	78%
ELA Math Proficiency Rates for SED	43% in 2019	44%
A-G rates for SED	63% in 2019	64%
IM 1 achievement for SED	59% in 2019	60%

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)

Socio-Economically Disadvantaged Students

Strategy/Activity

Reexamine systemic supports for SED students

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

Amount(s)	Source(s)
0	Gather key stakeholders to systematize supports for SED in areas of ASB, Athletics and Athletics

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

Provide teacher support for peer tutoring in Learning Center, Science Center and Math Lab and assign struggling students to seek support

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

Amount(s)	Source(s)
15000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Teacher stipends--$31 per hour

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in key cohorts

Strategy/Activity

Actively seek out students to enroll in Advanced Placement and International Baccalaureate programs and provide financial support for test fees for SED students.

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

Amount(s)	Source(s)
0	Not Specified None Specified District cost for releasing AP coordinator for .33 to manage student outreach program
0	Not Specified None Specified

	District cost for releasing IB coordinator for .50 to manage student outreach program

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue implementation of policy where students will have to meet A-G requirements before they can take an off-campus period and teacher assistant

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)
0	Counselors and administrators screen course requests to ensure A-G requests met.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evaluate allocation of resources during the embedded intervention period "Grizz Time" in order to provide time during the school day for teachers to work with students who need extra help reaching Essential Learning Outcomes.

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

Amount(s)	Source(s)
0	Teacher use section allocation Fall and Spring to manage student intervention program
8000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Flexible scheduling program

Strategy/Activity 6
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.

0	

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to align curriculum, pacing, assessments, and instruction in courses

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

Amount(s)	Source(s)
0	Maintain high functioning Professional Learning Teams that meet regularly (campus and districtwide) and effectively monitor best practices to ensure student success.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Focus on strategies for students from key cohorts or with significant obstacles

Strategy/Activity

Professional development for school staff to increase first instruction effectiveness and relationship building.

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)
0	Train teachers during faculty meetings and prep period meetings in culturally responsive teaching strategies

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue peer tutoring program in Learning Center and math hallway after school and actively encourage struggling students to seek support.

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

Amount(s)	Source(s)
3200.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 2000-2999: Classified Personnel Salaries Student tutors are paid $15 an hour

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase snacks and supplies for On Track after school tutoring students.

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

Amount(s)	Source(s)
500.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies Folders, food and miscellaneous for On Track program

Strategy/Activity 11

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

All Students

Strategy/Activity

Support for overall educational program

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)
214,100.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies General support for the overall educational program

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Struggling Twelfth Graders

Strategy/Activity

Teachers do "unit recovery" for 12th Grade students who failed Government/Economics

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)
1000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Intervention "catch up" program for seniors who failed --$31 per hour

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies and activities focus on our key cohorts, although the effectiveness is to be determined. The A-G rate for our SED students during the 19-20 year still trails behind the overall rate of 80%.

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

Intended implementation plans were interrupted by the COVID19 crises, limiting teachers' access to students and ability to problem solve in traditional manners. This, in turn, affected tutoring and relationships building opportunities.

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

These overall goals will likely remain static until all stakeholders are back on campus.

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 Engagement and Climate

LEA/LCAP Goal

Student-Centered Instruction

Goal 3

Granite Bay High School will continue and increase training in culturally responsive instructional practices in order to ensure that all students are served.

Identified Need

Student, staff and parent perception data/ student achievement data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D and F Rates for English 9 for SED 2018-19	20%	Decrease by 2%
D and F Rates for IM 1 for SED 2018-19	41%	Decrease by 2%
D and F Rates for Biology for SED 2018-19	16%	Decrease by 2%
D and F Rates for World Studies for SED 2018-19	23%	Decrease by 2%
A-G rates for SED 2018-19	61%	Increase by 4%
Attendance rates for SED 2017-18	95.5%	Increase by 2%
Extra Curricular Participation Rate for SED 2019-20	Interrupted with COVID 19 shutdown	Increase by 2%

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 13
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.

0	

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Support for the English Language Learner Program

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)
9500.00	LCFF Supplemental: ($2.7 mil LCAP only) 4000-4999: Books And Supplies Supplies to support EL program

Strategy/Activity 15

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.

0	

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Train Teachers in Universal Design for Learning Strategies

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)
0	Not Specified None Specified Send cohorts to District sponsored UDL trainings with Katie Novak.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

There is a plan for implementation and a desire to improve cultural responsiveness in the classrooms.

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

COVID 19 slowed progress on many of these action items, especially the staff development.

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

No changes desired, although many of these strategies can be combined with Goal #1.

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

Professional Learning Teams

LEA/LCAP Goal

Collaboration and Student Centered Instruction

Goal 4

Granite Bay High School will revisit Professional Learning Team practices and create a culture of consistent and equitable assessment strategies.

Identified Need

Lack of alignment in grading practices within and across departments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Faculty perception data	Self assessment of PLT work	Increased emphasis on alignment
Students Perception Data	Likert scale of 3.2 on relevance of learning	3.5

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

Strategy/Activity

PLT Restart

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)

30,000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Send 20 teacher leaders to training that specifically addresses norms and purposes for PLT work and outcomes.

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

Release time to develop common learning outcomes and assessments in PLTs.

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)
11,000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Sub costs for training

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

Promote and allow for a release day for whole departments to collaborate once a year

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)
16000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Release day for 87 teachers to align curriculum (taken on different days)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support student learning through technology

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

Amount(s)	Source(s)
3000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Software and hardware to support student learning

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Each PLT align grading practices so that grade books are consistent and accurate.

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)
16000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Department and PLT gradebook alignment department release day(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Faculty meeting trainings to support PLT growth in assessment, grading and alignment.

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)
0	Use faculty members to share assessment strategies

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

End of Course Surveys

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)
	Administer anonymous surveys at the end of every course where students comment on clarity of learning targets, grading policies and relevance of learning.

Strategy/Activity 8
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.

0	

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

Career Readiness

LEA/LCAP Goal

Continuous School Improvement (CS), College, Career & Life Ready; Student-Centered Instruction

Goal 5

Granite Bay High School will evaluate the breadth of curricular choices for students to ensure college and career readiness.

Identified Need

Students Perception Data comments that indicate pressure to take AP/IB/Honors is overwhelming at times.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment Data for CTE	785	820
Enrollment Data for VAPA	579	590
Enrollment Data for Social Science Nonweighted Electives (Peer Connections; Ethnic Studies, Social Psychology, Military History, Leadership, Sports Culture, Student Government)	300	330
Enrollment Data for English Nonweighted Electives (Jounalism, Yearbook)	202	220

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

Annual student perception survey

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

Amount(s)	Source(s)
0	Administer district developed student perception data to provide insight into course offerings, accessibility and relevance

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

Counselor Classroom Lessons

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)
0	Following district sponsored Trish Hatch PD, Increase student awareness of course offerings, gather feedback from students

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

Course Adoption Committee

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)

750.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Release Day for subcommittee of department chairs (5 teachers) that develops criteria for acceptance/approval of proposed courses

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update CTE classrooms with state of the art equipment

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)
371,526.00	Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies Funds available for career technology education

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue and grow Articulation Agreements between CTE courses and local colleges

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)
0	Foster college partnerships and communicate agreements to students and parents

Strategy/Activity 6
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Eighth Grade Tour Days to expose incoming ninth graders to electives

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)
3,000.00	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Bus fees to bring 8th graders over

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in CTE

Strategy/Activity

CREATE Mentoring Program

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)
0	Community industry professionals volunteer time to work with Engineering Program of Study students in order to build relationships and relevant skills

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in Key Cohorts

Strategy/Activity

Program Study Review Process

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	Outreach to underrepresented student groups including elementary, middle school and current school population.

Strategy/Activity 9

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

All Students

Strategy/Activity

Grow enrollment through the use of student clubs and career technology student organizations

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)

0	DECA Student Organization, Engineering Club, GBHS Launch X, The PC Constructors, Aviation Club

Strategy/Activity 10

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

All students

Strategy/Activity

College and Career Center

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)

0	

	Promote college and career center activities, so students are aware of their opportunities

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	$726,711.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	$334,850.00
LCFF Supplemental: ($2.7 mil LCAP only)	$20,335.00
Not Specified	$0.00
Other: Includes CRANE, Perkins, anything else that does not fit above	$371,526.00

Subtotal of state or local funds included for this school: $726,711.00

Total of federal, state, and/or local funds for this school: $726,711.00

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
	0.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	334,850.00
LCFF Supplemental: ($2.7 mil LCAP only)	20,335.00
Not Specified	0.00
Other: Includes CRANE, Perkins, anything else that does not fit above	371,526.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	59,750.00
2000-2999: Classified Personnel Salaries	3,200.00
4000-4999: Books And Supplies	596,426.00
5000-5999: Services And Other Operating Expenditures	63,335.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00

1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	59,750.00
2000-2999: Classified Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	3,200.00
4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	215,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	52,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	4,000.00
4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	9,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	10,835.00
None Specified	Not Specified	0.00
4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	371,526.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,135.00
Goal 2	241,800.00
Goal 3	9,500.00
Goal 4	76,000.00
Goal 5	375,276.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Gregory Sloan	Principal
Meagan Swartz	Other School Staff
Steve Dolan	Classroom Teacher
Lisa Wallace	Classroom Teacher
Michelle Restani	Classroom Teacher
Allie Jones	Secondary Student
Jessica Keefe	Parent or Community Member
Griselda Skeehan	Parent or Community Member
Irene Richard	Parent or Community Member
Katelynn Khieu	Secondary Student
Christopher Tan	Secondary Student
Sophia Hickey	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2022.

Attested:

Principal, Gregory Sloan on May 11, 2022

SSC Chairperson, Allie Jones on May 11, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019