School Year: **2021-22**

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
Galt High School	34-67355	October 21, 2021	

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

The purpose of the plan is to serve as the Schoolwide Program to raise the academic performance of all students, specifically students with disabilities who have Individualized Education Programs (IEPs), students with Section 504 Plans, and English Learners (ELs).

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.

To effectively meet ESSA requirements in association with the District LCAP and 2021-2022 Aim, Galt High School's plan is to implement a system of teaching and learning that is aligned to the content and rigor of the California standards and is informed by data to ensure that all students, particularly high needs students, become independent learners and achieve success. At Galt High School, high needs students refers specifically to students with disabilities who have IEPs, students with Section 504 Plans, and English Learners (ELs). Three primary drivers have been implemented to support the District and site Aim including: (1) Culture of Challenge and Growth; (2) Standards-focused, data informed teaching and learning; and (3) a Systematic Implementation Process. Secondary drivers were created to further support the District and site Aim as well as the three primary drivers. The Secondary Drivers include: (1) Rigor – quality standards-aligned first instruction; (2) Data-informed practices; and (3) Strategies and supports for Diverse Learners. In addition to aligning with ESSA requirements and our District LCAP, this Schoolwide Plan will target several WASC recommendations. Namely, continuing the implementation of the cycles of inquiry strategy to strengthen data collection and analysis as well as continuing to develop and implement strategies to measure the impact of these cycles of inquiry.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys were not conducted in the Spring of 2020 due to the pandemic. During the Spring of 2021 students, teachers and staff completed a survey each regarding remote and hybrid learning. Out of 1,020 students, 414 students completed the survey, 83 families and 23 staff members. The main areas of concern are: student engagement, school climate (for staff) and family engagement.

Classroom Observations

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

Class observations were conducted during remote and hybrid learning. Administrators joined classes via zoom regularly. Teachers and students faced technology challenges during remote/hybrid learning. Teachers were working hard to adapt their curriculum and instruction into an online format while maintaining the rigor. Student engagement while on zoom was a challenge. It was often difficult for teachers to engage students when they couldn't see them and the students wouldn't respond. Each teacher had an advisory class with approximately 20 students where they were able to connect with students and share information regarding socioemotional learning.

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)

CAASPP ELA and Math assessments were suspended for 2020 and 2021 by the state. Through the use of Atlas teachers were able to align their curriculum with each other and common assessments were administered. In the spring of 2021 GHS used the i-Ready assessments for English and Math to determine student learning/learning loss. Though the math department had been using the i-Ready assessment already, this was a new assessment for the English Department. We plan to continue to use the i-Ready assessment to monitor student progress moving forward.

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

GHS used D and F data to monitor student progress and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers were teaching in the subject areas of their credentials and qualified to teacher English Learners.

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

One teacher was still an intern and are/were still in their credential program while teaching.

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

With the prominent use of technology in the classroom, professional development focused on the use of technology for student learning and alignment of curriculum.

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

The CALLI committee provided ongoing instructional assistance and support through the cycles of inquiry. There were three cycles of inquiry where data, documentation, inquiry discussions were recorded and submitted to the committee.

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

Time was scheduled each week for departments to meet and for course level groups to meet district-wide. All collaboration occurred virtually. Teams met to align curriculum using Atlas, update Canvas courses and create common assessments.

Teaching and Learning

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

Departments continue to update the alignment of each course to content and performance standards in Atlas.

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

N/A

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

The master schedule for GHS reflects the appropriate number of intervention courses needed for students.

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

All students have access to standards-based instructional materials.

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

All students have access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

Intervention classes were programed into the master schedule to support underperforming students. Parent-Teacher and Student Study Team conferences were held virtually during remote learning. Staff used the MTSS process to identify and monitor underperforming students.

Evidence-based educational practices to raise student achievement

GHS used student achievement data to support instructional decision making. Examples of student data used are grades, common assessments and i-Ready assessments. Departments analyzed all student data available in their cycles of inquiry collaboration meetings and modified instruction accordingly.

Parental Engagement

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

The MTSS referral process is in place to identify students who need assistance in academics and or/mental health. Parent-Teacher and Student Study Team conferences were held remotely. Teachers held virtual office hours weekly. Virtual tutoring was offered 4 days per week. Credit recovery opportunities were available to students who were not on track to graduate. GHS has partnerships with TTP and CA Human Development to assist students with a variety of supports.

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)

GHS administrative team, WASC focus groups, School Site Council and ELAC were consulted in the planning and reviewing of our programs.

Funding

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

The Migrant Education program provides services for Migrant students. ELD instruction and curriculum support classes were in place for English Learners and for students with special needs.

Fiscal support (EPC)

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

Stakeholder involvement continually plays an integral role in developing, implementing, and sustaining schoolwide programs and procedures. Various community stakeholders were consulted as the schoolwide program was developed. The GHS School Site Council (SSC) which is comprised of parents, school personnel, teachers, and community members provided valuable and considerable feedback during our fall meeting this year, particularly in the Goals and Strategies section of the SPSA. Additionally, the GHS English Learner Advisory Committee (ELAC) was instrumental in providing feedback during a fall meeting as well. The GHS Leadership Team—Principal, Assistant Principals (2), Principal's Administrative Assistant—also provided guidance and direction in the creation of the current SPSA. These discussions came during weekly Team meetings with the school principal. The Expenditures and Annual Review section was forwarded to the Chief Business Official with GJUHSD for assistance. Further SPSA recommendations were provided through Parent Engagement, Graduate Exit, and Panorama surveys initiated by the GJUHSD.

Resource Inequities

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

No resource inequities have been identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.2%	0.2%	0.1%	2	2	1
African American	0.6%	0.59%	0.8%	6	6	8
Asian	1.8%	1.56%	1.4%	18	16	14
Filipino	0.5%	0.39%	0.6%	5	4	6
Hispanic/Latino	64.7%	65.63%	67.5%	647	672	699
Pacific Islander	%	0%	%		0	
White	29.5%	27.73%	26.4%	295	284	273
Multiple/No Response	2.4%	3.52%	3.4%	24	36	35
			Total Enrollment	1,000	1,024	1,036

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	310	264	267
Grade 10	241	305	266
Grade 11	234	232	296
Grade 12	215	223	207
Total Enrollment	1,000	1,024	1,036

Conclusions based on this data:

1. Enrollment at GHS is steadily increasing.
2. More students of Hispanic/Latino descent are enrolling at GHS.
3. Due to COVID we had a smaller class of 12th graders as students sought different educational opportunities.

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	90	97	122	9.0%	9.5%	11.8%
Fluent English Proficient (FEP)	416	429	415	41.6%	41.9%	40.1%
Reclassified Fluent English Proficient (RFEP)	11	9	3	15.1%	10.0%	3.1%

Conclusions based on this data:

1. The ELPAC was not administered to students in the Spring of 2020 as the school was forced to closed due to COVID.
2. Considerably fewer students were reclassified due to a lack of ELPAC testing and in person interactions.

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	228	227	287	218	222	0	215	222	0	95.6	97.8	0.0
All Grades	228	227	287	218	222	0	215	222	0	95.6	97.8	0.0

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	2520.	2598.		7.44	26.13		27.44	31.98		23.26	24.77		41.86	17.12	
All Grades	N/A	N/A	N/A	7.44	26.13		27.44	31.98		23.26	24.77		41.86	17.12	

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	14.95	26.70		49.07	46.61		35.98	26.70	
All Grades	14.95	26.70		49.07	46.61		35.98	26.70	

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	14.95	32.13		38.32	52.94		46.73	14.93	
All Grades	14.95	32.13		38.32	52.94		46.73	14.93	

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	8.37	24.89		54.42	61.99		37.21	13.12	
All Grades	8.37	24.89		54.42	61.99		37.21	13.12	

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	14.02	30.77		46.73	50.23		39.25	19.00	
All Grades	14.02	30.77		46.73	50.23		39.25	19.00	

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. At this point the data is inconclusive as there are not trends, however, we realize that many of our students below standard are part of our high needs groups and we are addressing their needs throughout this document.

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	228	227	287	220	220	0	220	220	0	96.5	96.9	0.0
All Grades	228	227	287	220	220	0	220	220	0	96.5	96.9	0.0

* 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	2524.	2552.		4.55	8.18		14.09	16.36		24.09	25.00		57.27	50.45	
All Grades	N/A	N/A	N/A	4.55	8.18		14.09	16.36		24.09	25.00		57.27	50.45	

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	10.45	16.89		25.00	25.57		64.55	57.53	
All Grades	10.45	16.89		25.00	25.57		64.55	57.53	

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	6.36	10.50		40.00	51.60		53.64	37.90	
All Grades	6.36	10.50		40.00	51.60		53.64	37.90	

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	6.82	11.42		50.91	54.34		42.27	34.25	
All Grades	6.82	11.42		50.91	54.34		42.27	34.25	

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.

Conclusions based on this data:

1. Student performance improved in all areas from the 17-18 to the 18-19 school years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1538.5	1533.5	1548.2	1535.1	1521.8	1539.2	1541.5	1544.6	1556.7	14	37	45
10	1529.6	1552.3	1553.7	1521.9	1548.9	1548.3	1536.7	1555.3	1558.8	21	18	24
11	1537.2	1528.2	1528.1	1518.2	1504.2	1520.1	1555.8	1551.7	1535.6	11	18	30
12	*	*	1597.7	*	*	1586.3	*	*	1608.5	*	9	11
All Grades										56	82	110

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	*	2.70	15.56	*	40.54	28.89	*	45.95	42.22	*	10.81	13.33	14	37	45
10	*	22.22	17.39	*	33.33	39.13	*	33.33	26.09	*	11.11	17.39	21	18	23
11	*	0.00	6.67	*	33.33	23.33	*	27.78	50.00	*	38.89	20.00	11	18	30
12	*	*	18.18	*	*	63.64	*	*	18.18	*	*	0.00	*	*	11
All Grades	21.43	8.54	13.76	32.14	35.37	33.03	25.00	37.80	38.53	21.43	18.29	14.68	56	82	109

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	*	8.11	33.33	*	54.05	31.11	*	24.32	24.44	*	13.51	11.11	14	37	45
10	*	44.44	30.43	*	16.67	39.13	*	27.78	17.39	*	11.11	13.04	21	18	23
11	*	0.00	16.67	*	38.89	53.33	*	33.33	16.67	*	27.78	13.33	11	18	30
12	*	*	36.36	*	*	54.55		*	9.09	*	*	0.00	*	*	11
All Grades	39.29	14.63	28.44	32.14	42.68	41.28	*	26.83	19.27	*	15.85	11.01	56	82	109

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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		2.70	8.89	*	21.62	22.22	*	45.95	40.00	*	29.73	28.89	14	37	45
10	*	5.56	4.35	*	33.33	39.13	*	44.44	34.78	*	16.67	21.74	21	18	23
11	*	0.00	3.33	*	11.11	13.33	*	61.11	46.67	*	27.78	36.67	11	18	30
12	*	*	9.09		*	18.18	*	*	63.64	*	*	9.09	*	*	11
All Grades	*	3.66	6.42	21.43	23.17	22.94	32.14	45.12	43.12	41.07	28.05	27.52	56	82	109

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	8.89	*	78.38	71.11	*	21.62	20.00	14	37	45
10	*	16.67	8.70	*	66.67	73.91	*	16.67	17.39	21	18	23
11	*	0.00	0.00	*	33.33	70.00	*	66.67	30.00	11	18	30
12	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
All Grades	33.93	3.66	7.34	46.43	62.20	71.56	19.64	34.15	21.10	56	82	109

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	*	64.86	64.44	*	21.62	24.44	*	13.51	11.11	14	37	45
10	*	61.11	60.87	*	27.78	26.09	*	11.11	13.04	21	18	23
11	*	50.00	73.33	*	27.78	16.67	*	22.22	10.00	11	18	30
12	*	*	81.82	*	*	18.18	*	*	0.00	*	*	11
All Grades	57.14	60.98	67.89	26.79	24.39	22.02	*	14.63	10.09	56	82	109

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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		10.81	17.78	*	51.35	53.33	*	37.84	28.89	14	37	45
10	*	5.56	17.39	*	61.11	56.52	52.38	33.33	26.09	21	18	23
11	*	0.00	6.67	*	55.56	36.67	*	44.44	56.67	11	18	30
12		*	9.09	*	*	72.73	*	*	18.18	*	*	11
All Grades	*	7.32	13.76	41.07	52.44	51.38	55.36	40.24	34.86	56	82	109

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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		2.70	2.22	92.86	78.38	80.00	*	18.92	17.78	14	37	45
10	*	0.00	0.00	71.43	88.89	86.96	*	11.11	13.04	21	18	23
11	*	5.56	10.00	*	77.78	60.00	*	16.67	30.00	11	18	30
12	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11
All Grades	*	4.88	7.34	76.79	78.05	74.31	*	17.07	18.35	56	82	109

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

Conclusions based on this data:

1. The number of English Learners entering Galt High School is steadily increasing.
2. Most of our English Learners are Long Term English Learners.

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**
1036	**61.5**	**11.8**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	122	11.8
Foster Youth	3	0.3
Homeless	36	3.5
Socioeconomically Disadvantaged	637	61.5
Students with Disabilities	132	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.8
American Indian or Alaska Native	1	0.1
Asian	14	1.4
Filipino	6	0.6
Hispanic	699	67.5
Two or More Races	35	3.4
Native Hawaiian or Pacific Islander		
White	273	26.4

Conclusions based on this data:

1. The majority of the students at GHS are socio-economically disadvantaged.
2. The majority of the students at GHS identify as Hispanic.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. At GHS we need to improve student performance in Mathematics, improve our graduation rate and our college and career preparedness.

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 Highest Performance

Red Orange Yellow Green Blue

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	3	0

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

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
20 points above standard	88.4 points below standard	0 Students
Increased Significantly ++86.1 points	Increased Significantly ++35.7 points	
214	29	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	4.9 points above standard	65.1 points below standard
8	Increased Significantly ++83.2 points	Increased Significantly ++67.8 points
	146	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 13.7 points above standard Increased Significantly 146	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color 0 Students	Green 25.9 points above standard Increased Significantly 51

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**
112 points below standard Increased Significantly 15	63.2 points below standard 14	24.5 points above standard Increased Significantly 105

Conclusions based on this data:

1. Though our students have shown significant growth in English Language Arts, our target subgroups, English Learners and Special Education, are still below standard.

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	2	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
72.6 points below standard	166.2 points below standard	
Increased Significantly ++30.5 points	Maintained -1.1 points	
212	29	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	85.8 points below standard	150.9 points below standard
8	Increased Significantly ++28.7 points	Increased Significantly ++29 points
	145	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 84.3 points below standard Increased Significantly ++27.8 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 Green 58.5 points below standard Increased Significantly ++27.6 points 49

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**
166.7 points below standard Increased Significantly ++16 points 15	165.6 points below standard 14	66.6 points below standard Increased Significantly ++32.3 points 104

Conclusions based on this data:

1. All subgroups increased significantly or maintained their performance level in math.
2. Even with the significant increase, all subgroups are still below standard.

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
34.2 making progress towards English language proficiency
Number of EL Students: 73
Performance Level: VeryLow

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
23.2	42.4	2.7	31.5

Conclusions based on this data:

1. Only 31% of our English Learners made progress in their English Language Proficiency.
2. The majority of English Learners maintained their level of English Language Proficiency.
3. Almost a quarter of the English Learners decreased in their level of English Proficiency.

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.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1. On average, the students at GHS maintained their level of college and career preparedness.
2. The percent of English Learners and homeless students that are prepared for college and career decreased while the Special Education students increased.
3. The number of Special Education students who are prepared for college and career increased dramatically.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

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

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

Conclusions based on this data:

1. No data available.

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	209	174	0	83.3
English Learners	15	10	0	66.7
Foster Youth	2		0	
Homeless	14	12	0	85.7
Socioeconomically Disadvantaged	155	125	0	80.6
Students with Disabilities	27	18	0	66.7
African American				
American Indian or Alaska Native				
Asian	3		0	
Filipino	1		0	
Hispanic	141	119	0	84.4
Native Hawaiian or Pacific Islander				
White	58	48	0	82.8
Two or More Races	6		0	

Conclusions based on this data:

1. The graduation rate at GHS declined in all subgroups except the Homeless subgroup where the graduation rate was maintained.

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 Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	2	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
5.4	3.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.4	Declined -3.5	5
1051	103	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Yellow
10.6	6.3	6.9
Declined -4.1	Declined -0.7	Declined -3.6
47	719	144

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
6	3	18	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Yellow		Orange
5	9.7		6.4
Declined -0.4	Declined -2		Increased +0.7
674	31		313

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.8	5.4

Conclusions based on this data:

1. The suspension rate declined overall and in all subgroups with the exception of the White subgroup where there was a slight increase.

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

College, Career, and Civic Readiness

LEA/LCAP Goal

Ensure that all students have equitable access to a high-quality education that prepares them for college and/or career, including:
A broad range of courses that are rigorous, standards-aligned, and relevant
Teachers who are highly-skilled, caring, and engaging
Appropriate, targeted supports and interventions

Goal 1

Galt High School will provide a safe and comfortable environment where all students can maximize their own personal potential through rigorous exploration of a variety of pathways to college and career readiness.

Identified Need

Galt High School continues to address the relatively low number of GHS students who complete all UC/CSU A-G course requirements and a CTE Pathway by graduation. For the 2020-2021 school year, 37.6% of Seniors completed all UC/CSU A-G course requirements. This is continuing the upward trend we have seen over the past few years. In the last three years we have seen an increase of 6 percentage points, 2 of which were in the 2020-2021 school year. We had a total of 84 students complete a CTE pathway which is the first increase in the number of students completing a CTE Pathway in 3 years.
As recommended in our Mid-Cycle WASC report, GHS needs to continue to develop and implement strategies to measure the impact of existing and new continuous improvement initiatives on student success and well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Pathway Completers	Annual data increases (up from 84 students who completed a CTE Pathway in 2020-2021).	An increase of 5% in the number of students who complete one or more CTE Pathways.
UC/CSU A-G Course Requirement Completers	Annual data increases (up from approximately 37% of students who graduated in 2020-2021).	An increase of 5% in the number of graduating seniors who complete all the UC/CSU A-G course requirements.
College and Career Planning Tag in PowerSchool	Continue tagging and tracking students who receive college and career planning services in PowerSchool.	For each graduating class of seniors, all students will receive college and career planning advice, mentoring, and services from GHS staff and administration.

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

Prior to enrolling students in high school, counselors and CTE teachers will attend Preview Days at local feeder elementary and middle schools to promote high school CTE classes and pathways. Current high school students will attend GHS Shadow Days prior to course selection for the following year to learn about current CTE offerings and availability. Students entering a CTE Pathway will be tagged and tracked in PowerSchool. After a second course is completed in a CTE Pathway sequence, students will be tagged as "concentrators" in their particular CTE Pathway in PowerSchool. Once a student completes the capstone CTE course in their specific pathway, they will be tagged as "completers" by CTE Department Heads (i.e. Cheryl Reece, Brooke Beckett) in PowerSchool so accurate completer data can be analyzed and reported.

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)
600	Career Technical Education Incentive Grant

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

Similar to CTE Pathway completer data, UC/CSU A-G course requirement completers will be tagged and tracked in PowerSchool by counseling staff (i.e. Monica Sowards, Rosario Emperador, Carina Palafox and Lorena German). Students will receive college planning services from teachers and counseling staff to better understand the course requirements necessary to immediately enter a 4-year college or university in the UC/CSU system after high school. All teachers will display a UC/CSU A-G course requirements poster in their classrooms for students to refer to as necessary if there are questions regarding the UC/CSU course requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No Additional 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

The district I.T. Department enabled staff to track on PowerSchool the number of GHS students receiving college and career planning services from counselors, administration, teachers, and staff while enrolled in high school. Reports from PowerSchool will be generated quarterly by GHS administrators and counselors to determine who has yet to receive College and Career Counseling. Individual or small group appointments will be made by counseling staff with students who have not been tagged in PowerSchool as having College and Career Counseling.

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)
	No Additional Costs

Annual Review

SPSA Year Reviewed: 2020-21

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.

Despite spending almost three quarters of the school year in distance learning due to the COVID-19 Pandemic, most of the activities for Goal 1 were completed as planned. It should be noted that even though our 2021 graduating class was smaller by 18 students than the previous year, the number of students meeting the UC/CSU requirements was down by only 3 students.
It is also worth noting that even though the percentage of students who completed a CTE Pathway dropped from 38% to almost 24%, there was an increase of 84 students in a CTE Pathway and an increase of 13 students who completed a CTE Pathway from the previous year.
In the 2019-2020 we were able to see a high number of students taking and passing AP Exams, mostly due to the monitoring of students receiving College and Career readiness services as counseling and administrative staff had the capability of “tagging” students in the Student

Information System (SIS), PowerSchool as having received such services. Unfortunately, for the 2020-2021 school year, we saw a decrease in the number of students taking and passing AP Exams. This is due to a couple of factors. First, during the 2020-2021 school year all AP courses were offered on a 4x4 schedule and as such only met for one semester. That meant that students either had the entire AP course from August until December and then had to wait until May to take the AP Exam. If their course was offered from January through June, they saw a decrease in instructional time due to the fact that AP Exams are in May. Additionally, all first semester AP classes met online exclusively due to the pandemic. For the 2021-2022 school year, all of our classes are meeting in person and the majority of AP courses are being offered on an A/B schedule in which they meet all year long on alternating days. Anecdotally, students did not feel confident take an AP Exam.
Due to the COVID-19 pandemic, the state suspended reporting of data through the CDE California State Dashboard. As such, no data is available for the 2020-2021 school year.
In response to the schoolwide shutdown in March, 2020 GJUHSD launched a comprehensive Remote Learning Plan that enabled thousands of students to receive personal laptop computers and Wi-Fi hotspots to minimize potential learning loss. During the 2020-2021 school year, GHS staff streamlined the Remote Learning Plan that was established the prior school year. District-wide, teachers collaborated to achieve not only common assessments, but common assignments and expectations for each course offered. Teachers met with their content teams weekly to ensure consistency across their courses. This same structure continued once students had the option to return to campus for in person instruction in the second semester. Teachers worked diligently to instruct students that were both remaining remote learners and those that chose to attend in person.
When it came time to register students for the 2021-2022 school year, counselors and CTE teachers were unable to attend Preview Days at the local feeder schools to promote CTE classes and pathways due to school closures. Instead, the counselors and CTE teachers developed informative videos that the feeder schools were able to share with their students and GHS staff shared with currently enrolled students. All students registered for courses through an on-line registration system and had the opportunity to ask their counselors questions throughout the registration process.

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

Student “tagging” in PowerSchool signifying college and career readiness services provided was intended to be implemented during in-person learning. However, with the school closure and subsequent hybrid learning model, many of the college and career readiness services GHS counseling staff had planned to implement could not be effectively delivered. Fortunately, this unintended outcome did not have a negative impact on the budgeted expenditures earmarked to implement the strategies and activities to meet the articulated goal.

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.

With the loss of our College and Career Counselor to a new position, our Guidance Clerk will take on the task of scheduling all college presentations and financial aid workshops. The Guidance Clerk will use ParentSquare to inform parents and students of these events and will also use the platform for students to register for the events. Additional metrics will be determined and implemented to increase the number of students who complete a CTE Pathway prior to graduation

from GHS. One of these metrics will be elective videos created and produced by GHS staff highlighting available CTE Pathways and CTE courses 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

Rigorous Learning and High Achievement

LEA/LCAP Goal

Goal 1: By 2024, the academic achievement of all students, including English learners, student with disabilities, and socio-economically disadvantaged students, as measured by student grades and scores on diagnostic assessments in math and English, will improve by at least 10%.
Goal 4: Maintain the conditions for learning that facilitate a high-quality education for our students.

Goal 2

Increase access to quality instructional programs that advance student learning and enable all students, but particularly those representing high needs groups, to meet their personal, academic, and career goals.

Identified Need

In addition to working toward increasing the number of GHS students completing CTE Pathways by graduation, administration and staff have also expressed concern over the relatively small number of students completing UC/CSU A-G graduation requirements as well as an overall lack of academic rigor in mid-level and entry-level classes taught at GHS. Metrics/indicators will be developed at the district and site-level to improve the percentage of students who complete rigorous UC/CSU A-G course requirements upon graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU A-G Course Requirement Completers	Annual data increases (up from 37% of students who graduated in 2020-2021).	An increase of 5% in the number of graduating seniors who complete all the UC/CSU A-G course requirements.
Number of students enrolled in Advanced Placement courses.	For the 2021-2022 academic year, 358 GHS students (33%) out of a total number of 1076 are enrolled in at least one Advanced Placement (AP) course.	By the end of 2022, a 5% increase in the number of GHS students enrolled in at least one Advanced Placement course.
Professional development geared toward site-specific focus of improving student achievement particularly within high needs students (i.e. ELs and Students with Disabilities)	Departments meet on a regular basis to determine what areas of student learning need to be improved across all content areas.	Cycles of Inquiry complete with aligned objectives, Improvement Tests, grading rubrics, and departmental data showing levels of growth.
Administrative walk-throughs	Administrative Leadership Team to conduct two hours of informal classroom walk-	Feedback from administrative walk-throughs will be given to teachers upon request and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	throughs per week as part of a Cycle of Inquiry aimed at improving student success and rigor in the classroom.	evidence will be shared with district administrators as well as analyzed according to the district AIM.

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

GJUHSD increased graduation requirements for all grades from 220 credits to 280 credits. The number of mathematics and science courses required to graduate increased from two to three. Similarly, the number of World Language courses required to graduate has also increased from one to two.
Due to COVID 19 for the graduating class of 2022, the district reduced the graduation requirements back to 220 credits in an effort to support the students who struggled academically throughout distance learning. The district will review graduation requirements moving forward to determine what is in the best interest of our 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)
	No Additional Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners/Students with Disabilities

Strategy/Activity

As much as possible, a bilingual paraprofessional will be made available in classrooms to provide EL as well as RFEP students support with academic language and content. All identify EL students are enrolled in an ELD class to support their English language development. GHS has hired an EL coordinator to oversee and monitor the progress of our EL students. They will also support the implementation of English Language immersion in all classes.
Special Education teachers and paraprofessionals will continue to push-in with their students to mainstream classes ensuring the least restrictive environment and all accommodation are met. All

Special Education staff will participate in monthly district-wide collaboration with the new Special Education director.

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)
556,439	LCFF - Supplemental State Special Education Funding

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

Comprehensive professional development and staff collaboration plan with GJUHSD administration to help design and implement Cycles of Inquiry to improve student learning particularly in our EL and Students with Disabilities high-risk groups. GHS hired professional learning coordinator to oversee this 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)
13,733	Unrestricted General Fund

Strategy/Activity 4

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

All students, teachers, paraprofessionals

Strategy/Activity

Administrative Leadership Team (i.e. principal and two assistant principals) will conduct at the minimum two hours of informal classroom walk-throughs per week as part of a Cycle of Inquiry aimed at improving student success and rigor in the classroom.

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)
	No Additional Costs

Annual Review

SPSA Year Reviewed: 2020-21

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.

Staff input led to significant changes to the 2019-2020 professional development calendar that directly impacted the overall rigor of course content and increased student achievement. Based on data submitted via staff surveys regarding improvements to the professional development calendar, GJUHSD created a teacher-driven, student-focused model of personal and professional reflection known as Cycles of Inquiry. Academic departments were to meet frequently during the school year to develop comprehensive assessments aimed at addressing a specific state standard while improving one essential piece of content in each core course of study.
The Cycles of Inquiry were adapted due to distance learning at the beginning of the 2019-2020 school year. District-wide departments were tasked with creating common curriculum maps focusing on key standards as course content had to be reduced due to distance learning. Along with curriculum mapping, departments focused on creating Blueprint Courses that all teachers could use to ensure consistency of rigor within courses district-wide. Additionally, the district allotted one day per week for teachers to dedicate to collaboration and planning.
Additionally, administrators were tasked with informally observing classroom teachers and providing feedback on pedagogy, rigor, and student interventions for a minimum of two hours each week. During distance learning administrators observed classroom teachers via zoom. Once in-person instruction resumed, classroom observations resumed in person as well.

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

There were no major differences between the intended implementation and/or budget expenditures.

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

Changes to this goal in the future will include providing new resources to academic departments to use when conducting Cycles of Inquiry; namely Atlas and Edgenuity programs. Students will be assessed 3 times per year using the i-Ready assessment in Reading and Math. It is anticipated we will be assessing our students using CAASSP and ELPAC pending further instruction from the California Department of Education.

Additional paraprofessionals will be hired to support English Language Learners and Special Education students in their core classes. In addition we have hired an EL Coordinator and a Professional Learning Coordinator.

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

Continual Transparent Communication and Engagement of All Stakeholders While Maintaining a Safe, Healthy, and Supportive School/Work Environment

LEA/LCAP Goal

Goal 3: Promote a school climate and culture that is welcoming, encouraging, supportive, and safe.

Goal 3

Develop and enhance opportunities for students, parents, and stakeholders to be actively involved in educational and extracurricular programs at Galt High School.

Identified Need

Communication is an integral component of student academic success as well as overall growth and well-being. Communication is made to parents, stakeholders, and other community members through a variety of ways, but can always be improved. A need exists to engage a greater number of stakeholders to be involved in the lives of Galt High School students while on campus and off. Furthermore, a safe, healthy, and supportive school/work environment will help to ensure site and district goals are met on a consistent basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent, stakeholder, and community member involvement in School Site Council (SSC) and English Learner Advisory Committee (ELAC).	Historically only a handful of parents are involved in ELAC. One parent, several teachers and non-teaching school personnel currently comprise the SSC.	Continue outreach efforts to double both current ELAC and SSC members. ParentSquare will be used to inform and remind parents of ELAC and SSC meetings.
Promote and institute new schoolwide active intruder/shooter protocols through the learning and training of ALICE safety techniques.	All staff completed an introductory online training for ALICE techniques. Initial training exercises have been conducted campus-wide with more to follow in the spring. Ongoing training with staff to support ALICE techniques.	Conduct one drill per semester that involve all staff and students in ALICE safety techniques. Galt Police Department will be brought in to help facilitate training exercises and provide feedback.
Increase, promote, and implement group counseling for at-risk students as a means of positive behavioral interventions and supports (PBIS).	No baseline data as contract with 180 Counseling services is new.	Refer students in need to the individual and group counseling program and continue to offer free counseling services to students on a weekly basis.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Technological improvements to the program that provides Spanish translation of school correspondences	ParentSquare is used as the primary communication platform between the school and parents.	100% of GHS families will be contactable through ParentSquare.

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, parents (particularly Spanish-speaking and bilingual), stakeholders, and community members.

Strategy/Activity

SSC and ELAC meetings will be held quarterly with the goal of increasing the frequency of ELAC meetings to monthly. Recruiting events for both SSC and ELAC will be held at other well-attended school events such as Back-to-School-Night, Open House, Program Shadow Day, and class course registration appointments. Student participants in SSC may result in opportunities to give back to the greater schoolwide community and could potentially earn credit toward graduation.

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	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, teachers, and staff.

Strategy/Activity

Galt High School staff will be trained more extensively on particular ALICE safety techniques and scenarios. Lessons will be delivered to students. Regular drills with time for debriefing with students will be organized at least once a semester. Communication and coordination with Galt Police Department will foster an ongoing relationship with law enforcement to provide feedback and support during training exercises.

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)
23,471	LCFF - Supplemental

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

GJUHSD has contracted with 180 Counseling services and a therapist is now available two days per week to offer counseling services to students. Although counseling services are voluntary, students will be identified by staff members and referred for counseling services via an online referral process. This same program will offer the Parent Project parenting courses to parents in both English and Spanish.
An additional Academic Counselor was also hired to reduce the caseload of current counselors from 538 students per counselor to 358 students per counselor.

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)
78,392	Other State In-Person Instruction Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, parents (particularly Spanish-speaking and bilingual), stakeholders, and community members.

Strategy/Activity

District and site administration will work directly with the district I.T. Department to monitor the efficacy of ParentSquare; new software adopted for 2020-2021, to improve the communication between teachers, school sites, and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,750	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2020-21

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.

To date, close to 100% (99.5% or 1070 out of 1075) of GHS families are contactable via the communication platform ParentSquare. The counseling department has reached out to the families who are not receiving ParentSquare messages and has made every effort to update contact information. Through ParentSquare GHS has been able to more effectively communicate with parents and students, especially parents of English Learners (ELs) as ParentSquare has translating capability built in.
During the 2020-2021 school it was not possible to hold SCC and ELAC meetings in person. These meetings were held via zoom, though they were not well attended. With the increased use of ParentSquare it is anticipated that participation in these two committees will increase in the 2021-2022 school year as families will be invited and reminded of these committee meetings using the application.
During the 2019-2020 school year teachers and students were trained and practiced the ALICE safety techniques. Even without students on campus during the 2020-2021 school year, staff have continued to practice and be mindful of past ALICE training techniques and practices that keep our school and surrounding community safe.
Throughout the United States there has been an increase in need for mental health support due to the pandemic. Our school psychologist and academic counselors did the best they could to meet the needs of our students. Seeing that the needs of our students were great, GJUHSD contracted with 180 counseling services to offer mental health services to our students and add an additional Academic Counselor.

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

An additional Academic Counselor has been hired in addition to the 180 Counseling Therapist. An additional teacher was hired in order to offer Independent Study for students struggling to return to in-person learning due to COVID.

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.

Our Multi-Tiered Systems of Support (MTSS) Committee meets weekly and discusses potential changes to how PBIS mediations are offered and delivered to students as students return to in person learning and adapt to social interactions on campus again. The goal of 100% parental participation with ParentSquare continues to be our goal moving forward as front office staff and

administration strive to make this a reality in the near future. Work to increase participation by parents, stakeholders, and community members in schoolwide committees, such as ELAC and SSC, continues to be done as more individuals are always welcome to come forward and support schoolwide goals.
180 Counseling services will be available to students to address the mental health of our students. As part of the 180 counseling services, the Parent Project will be made available to parents to help them parent their students who are struggling with mental health and behavioral issues.
An additional Academic Counselor will be added to the staff to reduce the caseload for our current counselors and increase the number of student contacts.

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	$186,843.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$678,685.00

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 ($)
Career Technical Education Incentive Grant	$600.00
LCFF - Supplemental	$585,960.00
Other	$78,392.00
Unrestricted General Fund	$13,733.00

Subtotal of state or local funds included for this school: $678,685.00

Total of federal, state, and/or local funds for this school: $678,685.00

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
Career Technical Education Incentive Grant	600.00
LCFF - Supplemental	585,960.00
Other	78,392.00
Unrestricted General Fund	13,733.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Career Technical Education Incentive Grant	600.00
	LCFF - Supplemental	585,960.00
	Other	78,392.00
	Unrestricted General Fund	13,733.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	600.00
Goal 2	570,172.00
Goal 3	107,913.00

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:

Kellie Beck School Principal

Donna Hartje Classroom Teachers

Fatima Padilla. Alan Posey Other School Staff

Corey Chatfield, Erin Saldiva Parent or Community Members

Sarah Reece Secondary Students

Name of Members	Role

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.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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