

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
Santa Barbara Senior High School	42-76786-4235727	May 3, 2019	May 21, 2019

Purpose and Description

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

Schoolwide Program

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

SBHS's plan will focus on the three goals as outlined in the LCAP. The SBHS plan outlines the use of funds to continue effective programs as well as staffing to support the achievement and engagement of all students.

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

SLT and all staff engaged in analysis of data and action plan throughout the WASC mid-cycle progress report process. Four WASC Parent Focus Groups took place in the fall to provide input on the WASC Goals (which were also the SPSA goals). Presented SPSA data for evaluation to SSC (2/27) and ELAC (3/4). The SSC approved on May 3, 2019; please note that the Chair was out on maternity leave on May 3, 2019, so her signature will come later. Virtual approval given by email.

Resource Inequities

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

There were no resource inequities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

A. Develop a comprehensive support system for underrepresented students in advanced coursework.

B. Implement the newly created Academy Application Guidelines and Expectations as well as outreach strategies that include elementary and junior high students.

C. Through the master scheduling process, and in collaboration with our site CTE Coordinator and our partnership with Santa Barbara City College, explore and implement additional non-academy dual enrollment and CTE course offerings.

Identified Need

Data indicates that Hispanic, homeless youth, English Learners (EL), Socio-Economically Disadvantaged (SED), and Students with disabilities are underrepresented in Advanced Placement (AP) and Santa Barbara City College (SBCC) Dual Enrollment (DE) courses and Career Technical Education (CTE) Pathways and Academies (Multimedia Arts and Design, Visual Arts and Design, and Computer Science).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of Latinx/Hispanic students in the MAD and CSA Academies by 5% each year until the overall % reaches 50%.	MAD: Class of 2022, 29% are Latinx/Hispanic CSA: Class of 2022, 12% are Latinx/Hispanic	MAD: Class of 2023, 34% are Latinx/Hispanic CSA: Class of 2023, 17% are Latinx/Hispanic
Increase the number of our Latinx/Hispanic population enrolled in advanced courses by 3% each year until the overall % is the same as our White population.	Latinx/Hispanic: 55% White: 88% (need to establish the baseline)	Latinx/Hispanic: 58% White: 88%
Increase the number of Latinx/Hispanic students who earned a 3 or higher on the AP exam by 2% each year until the	Latinx/Hispanic: 50% White: 67% (need to establish the baseline)	Latinx/Hispanic: 52% White: 67%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
overall % is the same as our White population.		
Increase the number of non-academy dual enrollment and CTE course options by adding a minimum of one course per school year.	Currently have 28 CTE courses and 3 non-academy dual enrollment courses, for a total of 31.	32 courses.
Staff Participation in Professional Learning around Cultural Proficiency	IEE: 34% have participated Implicit Bias: 47% have participated	IEE: 36% Implicit Bias: 49%

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)

Latinx/Hispanic, English Learners, SWD

Strategy/Activity

Advanced Courses: Comprehensive Support System: Create Seminar Support Classes for AP Students (first time, struggling). Four teachers will receive 1 hour/week for case management and lesson planning.

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)

7,600

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Latinx/Hispanic, English Learners, SWD

Strategy/Activity

Advanced Courses: Comprehensive Support System: AVID Program Implementation that includes tutors, field trips, and PLC time.

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)
13,500	Supplemental/Concentration Grant - 0790

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

Staff Cultural Proficiency: Professional Learning on Culturally Responsive Teaching Practices- Social Emotional Learning. Cost of subs. Rest is funded by Foundation for SBHS. This action step also supports Goal 2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Supplemental/Concentration Grant - 0790

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Latinx/Hispanic, English Learners

Strategy/Activity

Advanced Courses: Comprehensive Support System: PEAC program- tutoring, field trips, parent university, and summer bridge program. Funded by the Community Fund (\$4,000).
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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)
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Annual Review

SPSA Year Reviewed: 2018-19

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.

Overall, we implemented half of the strategies/activities with mixed results. In regards to the Academy demographics, we did offer Summer Camps to potential MAD and VADA students and we did refine the application process. MAD and CSA demographics continue to not reflect the overall school demographics, however, VADA has done some really good work in this area. For the VADA class of 2022, 63% of the students are Latinx/Hispanic and 35% of the students are white. This school year, we did not have an Academy night for Spanish-Speaking families. We felt that our participation in the districtwide Showcase could replace the night event. However, we are planning on holding one next year as we found that the number of Latinx/Hispanic students that applied for our academies did not increase as a result of the districtwide Showcase. In regards to enrollment in CTE pathways, we were able to implement two more Culinary Arts CTE (and dual enrollment) courses and maintain our current pathways. By the end of this year, we will have an additional seven CTE credentialed teachers. To help increase our staff's cultural proficiency, our staff continues to participate in IEE (34% have participated) and/or Implicit Bias training (47% have participated). Lastly, to help with student success in advanced courses, we continued to implement the AVID program with high fidelity and did not implement seminars that supported first-time AP students. The money supplied to the AVID program has allowed students to actually be on the college campus, visiting classrooms and meeting with college students to visualize themselves as a college student. The tutors support these under-represented students in AP classes and provide help with study skills and organization. The enrollment in our advanced courses (esp. dual enrollment) for our Latinx/Hispanic and English Learners has increased, however, the D/F rates have remained static.

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

None

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.

Through the WASC process, we have made significant changes to our goals, annual outcomes, metrics, and strategies/activities to achieve each goal. For this goal, you will see all of the changes in our newly formed Goal 1 plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Engage Students, Families, and the Community in Effective Educational Partnerships

A. Implement a school wide Attendance Program that includes positive incentives as well as consequences and interventions.

B. Implement Social Emotional Learning and Restorative Approaches to ensure that students feel valued, connected to school, and heard.

C. Implement a Family Engagement program that includes academic events, extra-curricular events, and language access.

Identified Need

There exists a disproportionality in the suspension, attendance, and parent engagement data between our white students/parents and our subgroups (Hispanic/Latinx, English Learners, Students with Disabilities). There is also a continued need to ensure high levels of parent participation in the educational process at SBHS to ensure the success of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the overall number of truant and chronically absent students by 2% each year.	As of March 8: Overall Chronic: 18.1% Overall Truant: 29.4%	As of March 8: Overall Chronic: 16.1% Overall Truant: 27.4%
Decrease the number of Hispanic/Latinx students truant and chronically absent by 3% each year.	Hispanic/Latinx Chronic: 20.4% Hispanic/Latinx Truant: 34.5%	Hispanic/Latinx Chronic: 17.4% Hispanic/Latinx Truant: 31.5%
Decrease the number of English Learners truant and chronically absent by 3% each year.	English Learners Chronic: 28.1% English Learners Truant: 50%	English Learners Chronic: 25.1% English Learners Truant: 47%
Decrease the number of Students with Disabilities truant and chronically absent by 3% each year.	SWD Chronic: 39.3% SWD Chronic: 53.7%	SWD Chronic: 36.3% SWD Chronic: 50.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Decrease the overall number of suspended students by 2% each year.</p> <p>Decrease the number of Hispanic/Latinx students suspended by 3% each year.</p> <p>Decrease the number of English Learners suspended by 3% each year.</p> <p>Decrease the number of Students with Disabilities suspended by 3% each year.</p>	<p>Based on the CA Dashboard:</p> <p>Overall: 4.6%</p> <p>Hispanic/Latinx: 6%</p> <p>English Learners: 9.9%</p> <p>SWD: 11.2%</p>	<p>Based on the CA Dashboard:</p> <p>Overall: 2.6%</p> <p>Hispanic/Latinx: 3%</p> <p>English Learners: 6.9%</p> <p>SWD: 8.2%</p>
<p>Increase the number of Parents that report that they agree or strongly agree in all categories to 90%.</p> <ul style="list-style-type: none"> • Welcomes input • Active Partner • Seeks Input • Feels Welcome to Participate • Is treated with respect • Takes concerns seriously • Staff is helpful 	<p>Based on the CHKS:</p> <ul style="list-style-type: none"> • Welcomes input: 83% • Active Partner: 87% • Seeks Input: 60% • Feels Welcome to Participate: 85% • Is treated with respect: 91% • Takes concerns seriously: 79% • Staff is helpful: 88% 	<p>Based on the CHKS:</p> <ul style="list-style-type: none"> • Welcomes input: 90% • Active Partner: 90% • Seeks Input: 90% • Feels Welcome to Participate: 90% • Is treated with respect: 91% • Takes concerns seriously: 90% • Staff is helpful: 90%
<p>Increase the number of students in each grade level that report that they agree or strongly agree that they are connected to school and meaningful participation by 5% each school year.</p>	<p>Based on the CHKS:</p> <p>Meaningful Participation:</p> <p>9: 27%</p> <p>10: 30%</p> <p>11: 38%</p> <p>12: 32%</p> <p>Connectedness:</p> <p>9: 60%</p> <p>10: 60%</p> <p>11: 60%</p> <p>12: 59%</p>	<p>Based on the CHKS:</p> <p>Meaningful Participation:</p> <p>9: 32%</p> <p>10: 35%</p> <p>11: 43%</p> <p>12: 37%</p> <p>Connectedness:</p> <p>9: 65%</p> <p>10: 65%</p> <p>11: 65%</p> <p>12: 64%</p>

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

Attendance Program: Positive Incentive Program. Funded by Lotto (\$1,000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Attendance Program: Lunch detention, after school detention, and Saturday school. Funded by Lotto (\$8,800).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Latinx/Hispanic, EL, SWD

Strategy/Activity

Parent Engagement: Convivios, Interpretation, Climate Meetings and Registration Support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,359	Supplemental/Concentration Grant - 0790

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

SWD, ELs

Strategy/Activity

Bilingual staff for interpretation during IEPs. Funded by Lotto (\$42,000)
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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)
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Annual Review

SPSA Year Reviewed: 2018-19

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.

Overall, we implemented half of the strategies/activities with mixed results. Our Family Engagement Team (FET) did not convene and based on low Hispanic/Latinx parent attendance at informational nights, ELAC, and other extracurricular events, the FET needs to be a high functioning team. As comparison, our AVID program hosts a variety of parent meetings that are highly attended and our Parent University is also highly attended. Parent University takes place each spring. Last year, 40 parents graduated and attended a college field trip to UCLA and Northridge. This year we anticipate the same number of parents. However, we have a majority of our parents who agree or strongly agree that the school values their input, they feel welcomed, and that SBHS is a safe place, but this number has decreased from last year in all categories. One of our major strategies for student engagement is the work of our Dean of Student Engagement in regards to attendance and suspension. Two years ago, we saw improvement in attendance and suspension. However, last year and this year, we see that the numbers are not improving and in fact are increasing. Working with AHA!, we trained all of the 9th grade teachers and counselors for a total of 8 hours in Social Emotional Training (SEL). The training focused on teachers strengthening their SEL as well as creating classrooms that are safe places for all students. The

data on student meaningful participation and connectedness tells us that we need to focus on strategies that will promote connectedness and meaningful participation.

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

Addition of Saturday School and Professional Development aimed towards SEL. Working with AHA!, we trained all of the 9th grade teachers and counselors for a total of 8 hours in Social Emotional Training (SEL). The training focused on teachers strengthening their SEL as well as creating classrooms that are safe places for all students.

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.

Through the WASC process, we have made significant changes to our goals, annual outcomes, metrics, and strategies/activities to achieve each goal. For this goal, you will see all of the changes in our newly formed Goal 2 plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Goal 3: Preparing Students for Life, Learning, and Work in the 21st Century

A. Refine the Site Leadership Team and Professional Learning Communities model to support student engagement and achievement.

B. Refine the common instructional model through common professional development and ongoing analysis of student learning.

C. Refine our embedded intervention and supports to increase student achievement and preparedness for College and Career.

Identified Need

Low levels of student engagement and rigor led to the previous self-study finding of the critical need to develop a common instructional model that would address both student engagement and level of rigor. Through the development of a common instructional model SBHS would utilize a common language and engage in common professional development focussed on student engagement and level of instructional rigor that would lead to higher levels of student motivation and critical thinking and rigorous application.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	Overall Color, Status & Change: green, 1.5 points above, increased 14.8 points Above: White (blue) Near: none Below: Hispanic (orange), English Learners (red), Homeless (red), SED (red), SWD (red)	Overall Color, Status & Change: green, 11.5 points above, increased 10 points Above: White (blue) Near: none Below: Hispanic (yellow), English Learners (orange), Homeless (orange), SED (orange), SWD (orange)
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: yellow, 56.2 points below, declined 17.3 points Above: none Near: White (yellow)	Overall Color, Status & Change: yellow, 46.2 points below, increased by 10 points Above: White (blue) Near: none

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Below: Hispanic (orange), English Learners (red), Homeless (red), SED (orange), SWD (red)	Below: Hispanic (yellow), English Learners (orange), Homeless (orange), SED (orange), SWD (orange)
CA School Dashboard English Learner Progress Indicator	Well developed: 26.7% Moderately developed: 23.8% Somewhat developed: 16.2% Beginning: 33.3%	Well developed: 28% Moderately developed: 25% Somewhat developed: 17% Beginning: 30%
Number and % of Long Term English Learners (LTEL)	Number: 80 Percentage: 46%	Number: 75 Percentage: 43%
% of Students that Met or Exceeded Science Standards (CAST)	Overall: Above: Near: Below:	Overall: Above: Near: Below:
CA School Dashboard College Career Readiness Indicator	Overall Color, Status & Change: green, 45.4% prepared, increased 8.1% Above: white (green) Near: none Below: Hispanic (yellow), English Learners (orange), Homeless (yellow), SED (yellow), SWD (yellow)	Overall Color, Status & Change: green, 55.5% prepared, increased 10% Above: white (blue), Homeless (green), SED (green), Hispanic (green) Near: none Below: English Learners (yellow), SWD (yellow),
% of Students Reading at or Above Grade Level (As of mid-year)	Overall: 58% (1209) Above: 40% (835) At: 18% (374) Below: 34% (714) % tested: 92%	Overall: 62% Above: 42% At: 20% Below: 30% % tested: 94%

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

Embedded intervention coordinator that also supports online credit recovery. Coordinator is responsible for placing students in appropriate seminar sections, training student tutors, evaluating seminar, supporting positive attendance.

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)

20951.00

Source(s)

Supplemental/Concentration Grant - 0790

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

Guided Studies teachers, additional pay for curriculum development and case management. Guided studies class is taught during seminar and is for our most vulnerable students. Teachers are expected to communicate with student teachers and parents.

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)

28,400

Source(s)

Supplemental/Concentration Grant - 0790

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

Summer School for credit recovery and learning recovery. These are additional funds to cover the cost of a teacher, a counselor, and a classified support staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,500

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Latinx/Hispanic, SWD, EL

Strategy/Activity

College and Career Counselor that is an additional support for students. The counselor will ensure, early on, that Latinx/Hispanic, SWD, EL students are making progress towards being prepared for College/Career.

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)

36,756.00

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

After school credit recovery, cost for a teacher and 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)

5,300

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Literacy Instructional Coach (.2 fte). Shared funding with district 0790.

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)

12,834

Source(s)

Supplemental/Concentration Grant - 0790

Annual Review

SPSA Year Reviewed: 2018-19

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.

For this goal, we implemented all of the strategies with a high level of fidelity. Our College and Career Counselor continues to work with the Counseling Team to work with our students who need support accessing college and career resources. He continues to support and extend the work of case management of the traditional Counselors. We recognize that he needs to work with Title I students much earlier in their high school career to help them become UC a-g eligible. The paraeducator was effective in supporting our Mod/Severe students with individualized support. The teacher on special assignment has been critical in supporting our students, especially our seniors, in completing necessary courses for graduation. Lastly, the teachers that support our seminar/embedded intervention time have been able to continue to train and place PASS students in guided studies and targeted tutorial sections, facilitate discussions with our guided studies teachers, and ensure proper student placement. However, our D/F rates have maintained, but students and teachers report that the extra time lowers anxiety and provides balance to the week.

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

We had to add a paraeducator for a quarter to support our Mod/Severe students. We also added two periods of a teacher on special assignment to support our online learning and embedded intervention for the second semester due to the teacher being out on maternity leave.

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.

Through the WASC process, we have made significant changes to our goals, annual outcomes, metrics, and strategies/activities to achieve each goal. For this goal, you will see all of the changes in our newly formed Goal 3 plan.

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$147,200.00

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 (\$)
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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 (\$)
Supplemental/Concentration Grant - 0790	\$147,200.00

Subtotal of state or local funds included for this school: \$147,200.00

Total of federal, state, and/or local funds for this school: \$147,200.00

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Appendix D: School Site Council Membership

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

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

Name of Members	Role
Elise Simmons	Principal
Monica Cadenasso	Classroom Teacher
Helen Daniel	Classroom Teacher
Todd Heil	Classroom Teacher
Adrian Macias	Classroom Teacher
Eric Nichoson	Classroom Teacher
Brandon Teris	Classroom Teacher
Spencer Barr	Other School Staff
Edith Cortes	Other School Staff
Alicia Gerbac	Other School Staff
ALAN CHIERICI	Parent or Community Member
Holly Gil	Parent or Community Member
Mark Alvarado	Parent or Community Member
Glenn Holden	Parent or Community Member
Ann Tro	Parent or Community Member
Chloe Babcock	Secondary Student
Andrea Gonzalez	Secondary Student
Alyssa Hernandez	Secondary Student
Carter Tran	Secondary Student

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

Appendix E: Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 3, 2019.

Attested:

Principal, Elise Simmons on May 3, 2019

SSC Chairperson, Alicia Adams, on maternity leave on

Appendix G: School and Student Performance Data

Student Population

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







2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,148	50.1%	8.1%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	8.1%
Foster Youth	2	0.1%
Homeless	258	12.0%
Socioeconomically Disadvantaged	1,076	50.1%
Students with Disabilities	260	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	1.4%
American Indian	15	0.7%
Asian	48	2.2%
Filipino	13	0.6%
Hispanic	1,209	56.3%
Two or More Races	7	0.3%
Pacific Islander	4	0.2%
White	813	37.8%

Appendix G: School and Student Performance Data







































































Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Appendix G: School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	0	0	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 1.8 points above standard Increased 14.8 points 454 students	English Learners  Red 106.5 points below standard Declined -24.9 points 106 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  Red 78.1 points below standard Declined -46.6 points 51 students	Socioeconomically Disadvantaged  Red 52.2 points below standard Declined -12.2 points 227 students	Students with Disabilities  Red 148 points below standard Declined -21.4 points 46 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 26.8 points above standard Declined -30.4 points 11 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Orange 40.5 points below standard Maintained 2.8 points 253 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Blue 60.1 points above standard Increased 35.7 points 175 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 137 points below standard Increased 33.4 points 24 students	Reclassified English Learners 97.5 points below standard Declined -33.5 points 82 students	English Only 40 points above standard Increased 25.5 points 277 students
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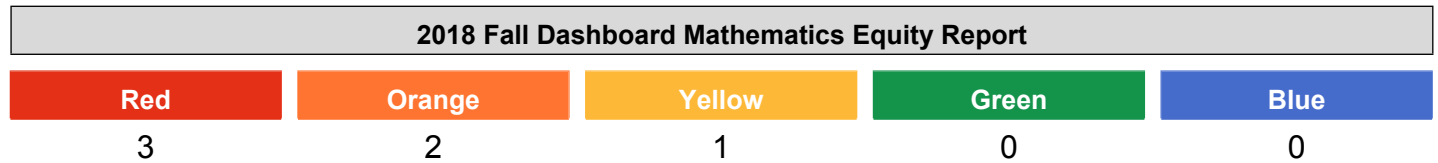
Appendix G: School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 56.2 points below standard Declined -17.3 points 446 students	English Learners  Red 166.5 points below standard Declined -45.9 points 103 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  Red 134.6 points below standard Declined -69.3 points 50 students	Socioeconomically Disadvantaged  Orange 107.3 points below standard Declined -30.6 points 221 students	Students with Disabilities  Red 206.8 points below standard Declined -43.7 points 45 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color 15.4 points above standard Declined -23.4 points 11 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Orange 94.7 points below standard Declined -21.5 points 248 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Yellow 2.3 points below standard Declined -7.8 points 172 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 180.5 points below standard Increased 19 points 23 students	Reclassified English Learners 162.5 points below standard Declined -59 points 80 students	English Only 21.2 points below standard Declined -18.2 points 272 students
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Appendix G: School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	289	231	175	13	11	8
Fluent English Proficient (FEP)	706	757	779	32	36	36
Reclassified Fluent English Proficient (RFEP)	132	75	35	30	26	15

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Santa Barbara Senior High School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	132 (30.1 %)	75 (26.0 %)	35 (15.2 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Santa Barbara Senior High School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	177	129	80
At Risk of Becoming LTEL (4-5 Years)	4	2	7

Appendix G: School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
105	26.7%	23.8%	16.2%	33.3%

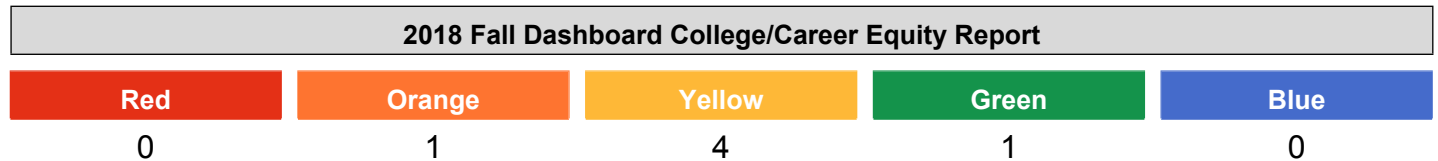
Appendix G: School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green		 Orange		 No Performance Color	
45.4% prepared		8.3% prepared		Less than 11 Students - Data Not Displayed for Privacy	
Increased 8.1%		Increased 3.6%		3 students	
546 students		132 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 Yellow		 Yellow		 Yellow	
27.3% prepared		30.4% prepared		11.6% prepared	
Increased 3.2%		Increased 7.1%		Increased 3.9%	
128 students		312 students		69 students	

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 64.7% prepared 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.2% prepared Increased 5.7% 291 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 66.5% prepared Increased 6.9% 221 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
46.7% Prepared	37.3 Prepared	45.4 Prepared
21.6% Approaching Prepared	19.7 Approaching Prepared	21.1 Approaching Prepared
31.8% Not Prepared	43 Not Prepared	33.5 Not Prepared

Appendix G: School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	1

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Yellow	 No Performance Color
90.5% graduated	81.1% graduated	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.8%	Maintained +0.1%	3 students
546 students	132 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Yellow	 Green
89.8% graduated	89.1% graduated	81.2% graduated
Declined -2.4%	Maintained -0.5%	Increased +2.7%
128 students	312 students	69 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 94.1% graduated 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.9% graduated Declined -2.5% 291 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 95% graduated Increased +7.8% 221 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
88.7% graduated	90.5% graduated

Appendix G: School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	1	0	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 4.6% suspended at least once Maintained 0.1% 2235 students	 Orange 9.9% suspended at least once Increased 1.3% 192 students	 No Performance Color Less than 11 Students - Data Not 8 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 8.4% suspended at least once Increased 0.9% 261 students	 Orange 6.4% suspended at least once Increased 0.4% 1186 students	 Red 11.2% suspended at least once Increased 1.2% 278 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 10% suspended at least once Increased 10% 30 students	American Indian  No Performance Color 0% suspended at least once Maintained 0% 15 students	Asian  Blue 0% suspended at least once Declined -2.4% 51 students	Filipino  No Performance Color 7.1% suspended at least once Declined -0.5% 14 students
Hispanic  Yellow 6% suspended at least once Maintained -0.2% 1259 students	Two or More Races  No Performance Color 0% suspended at least once Maintained 0% 22 students	Pacific Islander  No Performance Color Less than 11 Students - Data 4 students	White  Orange 2.7% suspended at least once Increased 0.5% 840 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.6% suspended at least once	4.5% suspended at least once	4.6% suspended at least once

Appendix G: School and Student Performance Data

Annual Attendance

The source of this data is the District student information system's student attendance records.

Annual Attendance Rate (P-2)

	2016-17	2017-18	2018-19
Santa Barbara Senior High School	93.4%	92.2%	

Chronic Absenteeism Indicator

The data for the chronic absenteeism indicator comes from the most recent CA School Dashboard. For more detailed results, please go to <https://www.caschooldashboard.org>. For a description of the data used by CDE for the Dashboard indicators, please go to <https://www.cde.ca.gov/ta/ac/cm/> and view the Resources tab.

Chronic Absenteeism Rates			
Student Subgroup	2015-16	2016-17	2017-18
African American	(not available from CDE)	11.4%	13%
Asian	(not available from CDE)	7.1%	6%
Hispanic or Latino	(not available from CDE)	12.8%	15%
White	(not available from CDE)	10.9%	16%
English Learners	(not available from CDE)	19.1%	25%
Students with Disabilities	(not available from CDE)	23.6%	25%
Socioeconomically	(not available from CDE)	14.5%	18%
Foster Youth	(not available from CDE)	*%	40%
Homeless Youth	(not available from CDE)	12.6%	15%
Total	(not available from CDE)	12.1%	15%