

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Granite Bay High School	31 66928 3130184	September 17, 2024	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Granite Bay High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Granite Bay High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Conditions and Climate Suspension Data

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Math Hispanic Subgroups two performance levels below the "all student" performance. College and Career Indicators and Graduation Rates show Students with Disabilities and Socioeconomically Disadvantaged are at least 2 levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Granite Bay High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.35%	1.22%	0.70%	27	24	14
African American	2.06%	2.89%	2.64%	41	57	53
Asian	15.09%	15.97%	17.01%	301	315	341
Filipino	2.61%	2.79%	2.59%	52	55	52
Hispanic/Latino	12.08%	13.03%	13.77%	241	257	276
Pacific Islander	0.50%	0.61%	0.70%	10	12	14
White	60.05%	57.15%	55.71%	1198	1127	1117
Multiple	4.01%	3.55%	3.89%	80	70	78
Total Enrollment				1995	1972	2005

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	484	505	498
Grade 10	491	498	531
Grade 11	471	487	484
Grade 12	549	482	492
Total Enrollment	1,995	1,972	2,005

Conclusions based on this data:

1. Most cohort sizes remain steady
2. Asian and Hispanic cohort is growing, white decreasing
3. Enrollment slightly decreasing

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	38	32	51	1.60%	1.9%	2.5%
Fluent English Proficient (FEP)	301	329	336	14.30%	15.1%	16.8%
Reclassified Fluent English Proficient (RFEP)				18.2%		

Conclusions based on this data:

1. Amount of English Learners is increasing
2. FEP student cohort went down
3. Reclassified numbers, although small, are steady

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	545	465	480	529	438	465	529	437	465	97.1	94.2	96.9
All Grades	545	465	480	529	438	465	529	437	465	97.1	94.2	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2690.	2682.	2672.	57.84	54.69	52.04	29.30	31.12	31.61	9.45	10.53	9.89	3.40	3.66	6.45
All Grades	N/A	N/A	N/A	57.84	54.69	52.04	29.30	31.12	31.61	9.45	10.53	9.89	3.40	3.66	6.45

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	53.12	54.92	52.69	43.29	41.65	42.15	3.59	3.43	5.16
All Grades	53.12	54.92	52.69	43.29	41.65	42.15	3.59	3.43	5.16

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	54.55	51.50	45.59	40.34	39.95	45.59	5.11	8.55	8.82
All Grades	54.55	51.50	45.59	40.34	39.95	45.59	5.11	8.55	8.82

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	28.54	28.38	29.68	68.43	69.11	64.73	3.02	2.52	5.59
All Grades	28.54	28.38	29.68	68.43	69.11	64.73	3.02	2.52	5.59

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	53.31	43.71	42.80	44.23	53.55	52.04	2.46	2.75	5.16
All Grades	53.31	43.71	42.80	44.23	53.55	52.04	2.46	2.75	5.16

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Conclusions based on this data:

1. Over 82% of our juniors are above or meeting the standards in English.
2. Juniors who did not score above or meeting the standards scored the lowest in the Listening strand of the CAASPP
3. We need to investigate and identify the 16% cohort of students that nearly meet or are below standards and target intervention for skill gaps.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	544	465	480	526	434	459	521	434	459	96.7	93.3	95.6
All Grades	544	465	480	526	434	459	521	434	459	96.7	93.3	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2663.	2660.	2657.	33.97	33.87	34.20	27.06	27.42	24.84	24.18	20.97	20.70	14.78	17.74	20.26
All Grades	N/A	N/A	N/A	33.97	33.87	34.20	27.06	27.42	24.84	24.18	20.97	20.70	14.78	17.74	20.26

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.73	39.17	40.96	44.53	42.17	36.60	15.74	18.66	22.44
All Grades	39.73	39.17	40.96	44.53	42.17	36.60	15.74	18.66	22.44

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	35.89	37.56	36.60	55.85	52.76	50.54	8.25	9.68	12.85
All Grades	35.89	37.56	36.60	55.85	52.76	50.54	8.25	9.68	12.85

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	36.66	33.87	33.55	56.05	54.38	56.21	7.29	11.75	10.24
All Grades	36.66	33.87	33.55	56.05	54.38	56.21	7.29	11.75	10.24

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Conclusions based on this data:

1. Slight drops in proficiency since 20-21.
2. About 59% of our students meet or exceed standards in math.
3. We have over 40% of our students who we need to get to at least the proficient level.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1575.8	1583.3	1554.9	1579.8	1590.9	1553.6	1571.3	1575.1	1555.9	12	12	11
10	*	*	*	*	*	*	*	*	*	5	7	10
11	*	*	*	*	*	*	*	*	*	5	6	5
12	*	*	*	*	*	*	*	*	*	*	4	4
All Grades										25	29	30

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	25.00	41.67	45.45	58.33	25.00	18.18	16.67	16.67	9.09	0.00	16.67	27.27	12	12	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.00	48.28	33.33	48.00	27.59	30.00	16.00	17.24	13.33	4.00	6.90	23.33	25	29	30

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	58.33	66.67	45.45	25.00	16.67	9.09	16.67	8.33	18.18	0.00	8.33	27.27	12	12	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.00	62.07	36.67	32.00	27.59	30.00	16.00	6.90	10.00	4.00	3.45	23.33	25	29	30

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.33	16.67	18.18	33.33	16.67	27.27	41.67	41.67	18.18	16.67	25.00	36.36	12	12	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	27.59	13.33	32.00	27.59	23.33	40.00	27.59	33.33	12.00	17.24	30.00	25	29	30

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	0.00	0.00	27.27	100.00	91.67	36.36	0.00	8.33	36.36	12	12	11	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	12.00	20.69	23.33	76.00	68.97	56.67	12.00	10.34	20.00	25	29	30	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	83.33	81.82	63.64	8.33	0.00	0.00	8.33	18.18	36.36	12	11	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	88.00	89.29	66.67	4.00	3.57	10.00	8.00	7.14	23.33	25	28	30

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	16.67	16.67	27.27	66.67	50.00	36.36	16.67	33.33	36.36	12	12	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	37.93	23.33	68.00	37.93	46.67	12.00	24.14	30.00	25	29	30

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	100.00	100.00	72.73	0.00	0.00	27.27	12	11	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	10.71	3.33	87.50	89.29	80.00	4.17	0.00	16.67	24	28	30

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Conclusions based on this data:

1. The amount of students tested has increased to an all time high in 22-23.
2. More students are in testing in level 4 and less in level 3
3. Biggest increase in levels are Level 1.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1972	11.7	1.6	0.1
Total Number of Students enrolled in Granite Bay High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	1.6
Foster Youth	1	0.1
Homeless	5	0.3
Socioeconomically Disadvantaged	230	11.7
Students with Disabilities	136	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	2.9
American Indian	24	1.2
Asian	315	16
Filipino	55	2.8
Hispanic	257	13
Two or More Races	70	3.5
Pacific Islander	12	0.6
White	1127	57.2

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged cohort is growing.
2. Our English Learner cohort remains very small.
3. Our white cohort is slowly decreasing as we become a bit more diverse each year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Graduation Rate Blue	Suspension Rate Orange
Mathematics Blue	Chronic Absenteeism No Performance Color	
College/Career Very High		

Conclusions based on this data:

1. All areas of Academic Performance and Academic Engagement are in the blue range or Very High, which is the highest level.
2. Scoring within the blue range means that our scores continue to increase and need to continue that upward climb if we are to remain in this color.

3. The overall suspension rate increased, the students that belong to key cohorts and need to examine this practice in order to move into the green range within "climate"

School and Student Performance Data

Academic Performance English Language Arts

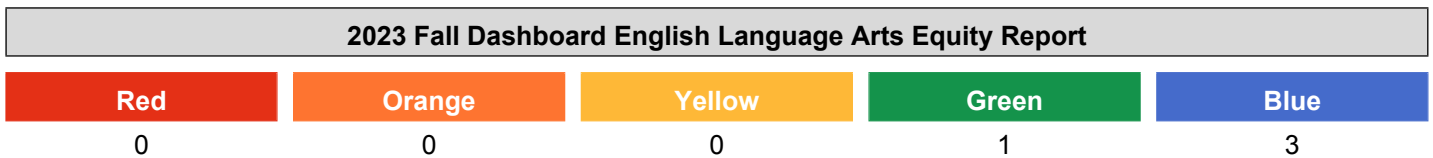
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 92.6 points above standard Maintained -2.6 points 455 Students	English Learners 30.1 points below standard Decreased Significantly -25 points 13 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Blue 72.3 points above standard Increased Significantly +79.6 points 47 Students	Students with Disabilities 55.2 points below standard Increased Significantly +81 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>71.8 points above standard</p> <p>Increased Significantly +76.5 points</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Blue</p> <p>141.6 points above standard</p> <p>Increased +8.8 points</p> <p>61 Students</p>	<p>150.2 points above standard</p> <p>Increased Significantly +40.5 points</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Green</p> <p>52.8 points above standard</p> <p>Decreased -10.8 points</p> <p>65 Students</p>	<p>95.5 points above standard</p> <p>Increased Significantly +69.1 points</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Blue</p> <p>89.6 points above standard</p> <p>Maintained +2.2 points</p> <p>268 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>2 Students</p>	<p>3.1 points above standard</p> <p>Decreased Significantly -26.5 points</p> <p>11 Students</p>	<p>88.4 points above standard</p> <p>Maintained -0.1 points</p> <p>383 Students</p>

Conclusions based on this data:

1. Overall scores remain High
2. Our socioeconomically disadvantaged subgroups do not perform at the same level of their peers
3. Students with disabilities remain small, but are underperforming

School and Student Performance Data

Academic Performance Mathematics

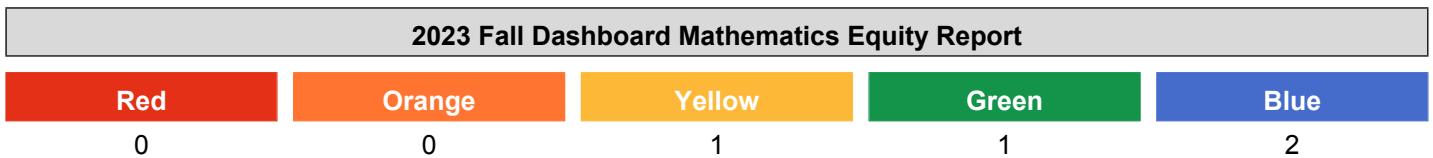
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 32.1 points above standard Increased +5.3 points 450 Students	English Learners 87.5 points below standard Decreased Significantly -17.9 points 14 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Green 30.3 points below standard Increased Significantly +24 points 49 Students	Students with Disabilities 133.3 points below standard Increased Significantly +32.4 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
35.1 points below standard Decreased -11 points 13 Students	Less than 11 Students 3 Students	 Blue 99.1 points above standard Maintained -1.5 points 61 Students	105.2 points above standard Increased Significantly +125.2 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21.6 points below standard Decreased -12.9 points 65 Students	17.1 points above standard Increased Significantly +80.4 points 19 Students	Less than 11 Students 4 Students	 Blue 26.7 points above standard Increased +6.8 points 266 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	33.6 points below standard Increased Significantly +21.4 points 11 Students	24.1 points above standard Increased +6.3 points 379 Students

Conclusions based on this data:

1. Our SED cohort is underperforming and needs improvement
2. The Hispanic subgroup is performing below their peers

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
64.7% making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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.

2023 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
2	3	3	8

Conclusions based on this data:

- 82% of EL students maintained or improved in English Language Acquisition
- It is very difficult to measure performance with such a small cohort.

School and Student Performance Data

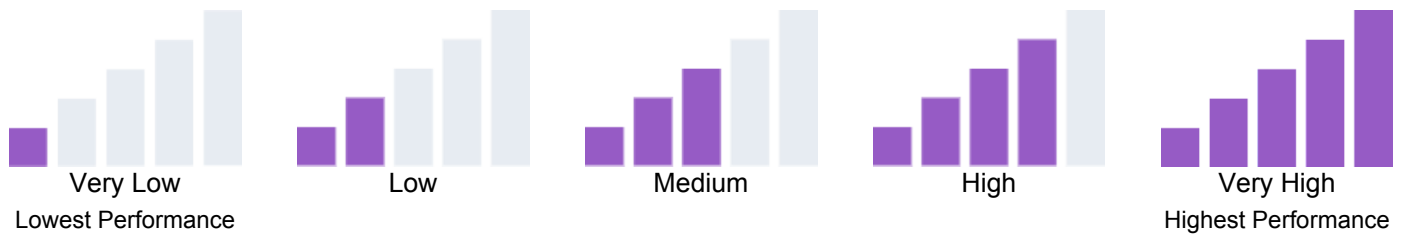
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

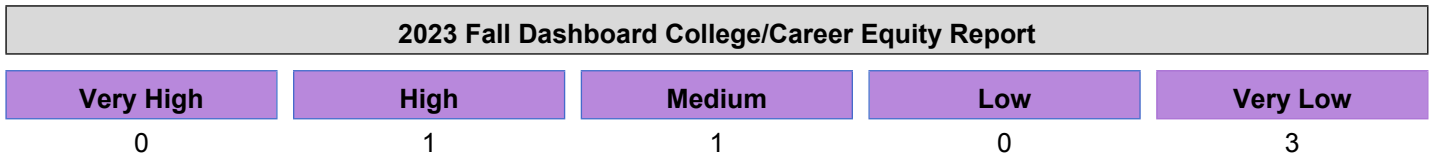
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

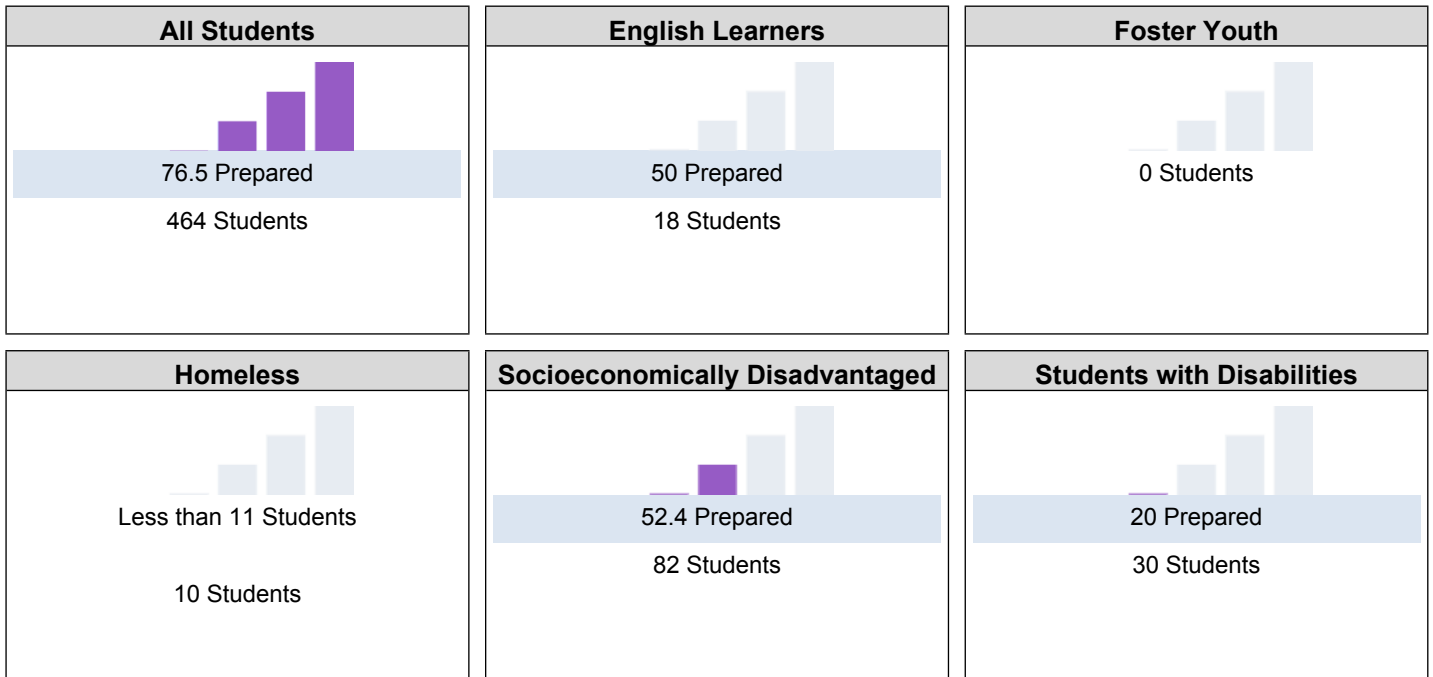


This section provides number of student groups in each level.

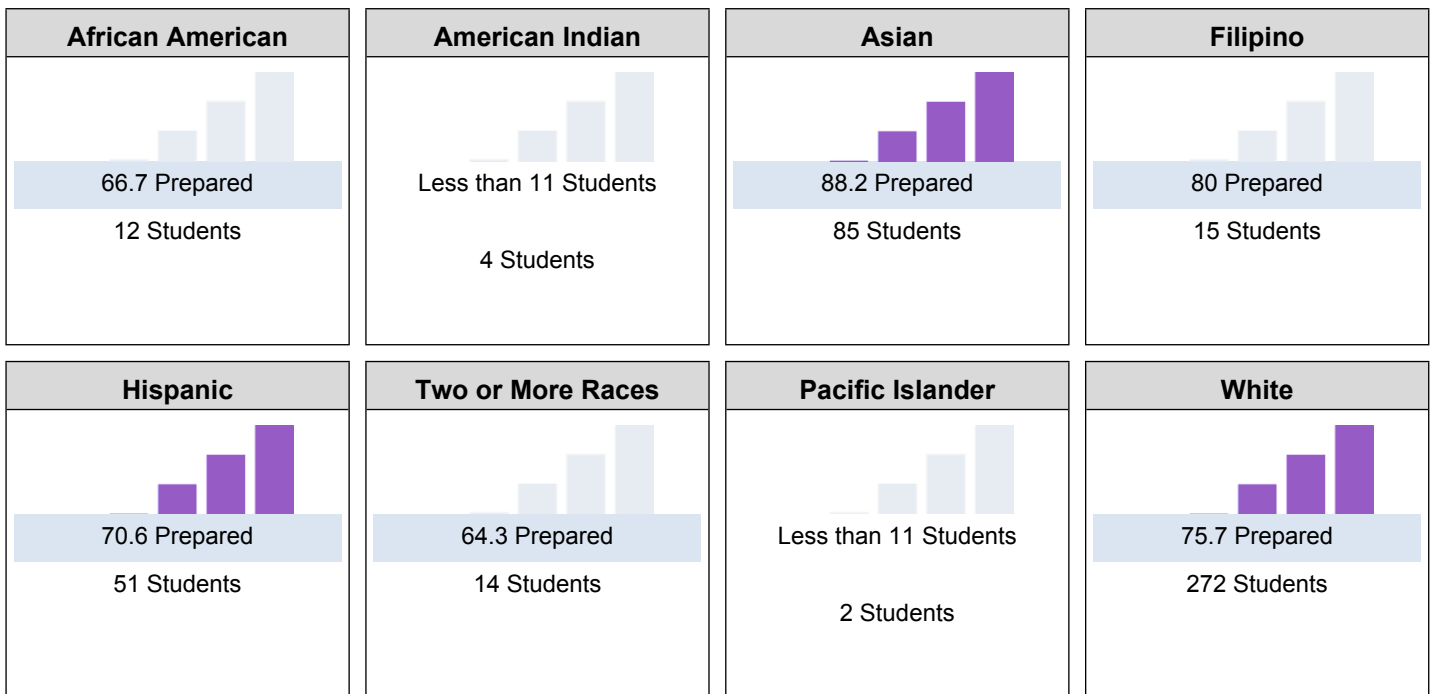


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. This data was not measured in 21-22
2. Socioeconomically disadvantaged is well below the overall performance
3. Students with disabilities is far below the overall performance.

School and Student Performance Data

Academic Engagement Graduation Rate

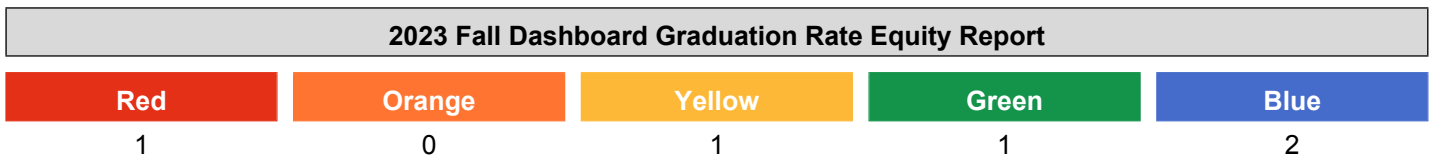
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 95.3% graduated Maintained -0.3 466 Students	English Learners 83.3% graduated Increased 1.5 18 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Yellow 89.2% graduated Maintained -0.3 83 Students	Students with Disabilities Red 58.1% graduated Decreased Significantly -21.9 31 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>91.7% graduated</p> <p>12 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Blue</p> <p>98.8% graduated</p> <p>Maintained 0.1</p> <p>85 Students</p>	<p>100% graduated</p> <p>Maintained 0</p> <p>15 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Green</p> <p>94.2% graduated</p> <p>Maintained -0.9</p> <p>52 Students</p>	<p>78.6% graduated</p> <p>Decreased Significantly - 21.4</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Blue</p> <p>95.2% graduated</p> <p>Maintained 0.5</p> <p>273 Students</p>

Conclusions based on this data:

1. Our overall graduation increased to above 95%
2. Our SED graduation rate has declined to 89.2%, which trails behind the overall rate.
3. Other large subgroups have maintained rates with their peers.

School and Student Performance Data

Conditions & Climate Suspension Rate

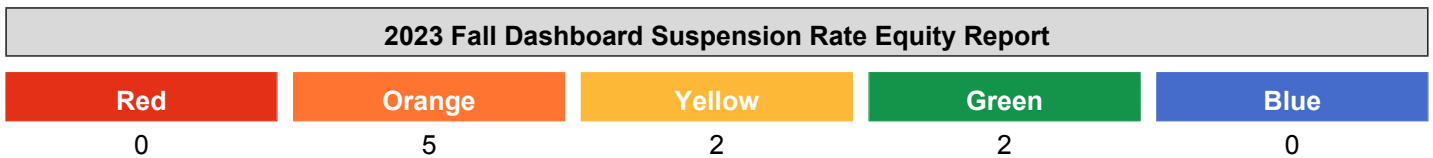
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.5% suspended at least one day</td> </tr> <tr> <td>Increased 2.1 2037 Students</td> </tr> </tbody> </table>	All Students	 Orange	3.5% suspended at least one day	Increased 2.1 2037 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 51 Students</td> </tr> </tbody> </table>	English Learners	 Green	2% suspended at least one day	Declined -0.5 51 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">28.6% suspended at least one day</td> </tr> <tr> <td>14 Students</td> </tr> </tbody> </table>	Homeless	28.6% suspended at least one day	14 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.9% suspended at least one day</td> </tr> <tr> <td>Increased 1.5 280 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	3.9% suspended at least one day	Increased 1.5 280 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.7% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 147 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	2.7% suspended at least one day	Declined -0.3 147 Students
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Declined -0.3 147 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5% suspended at least one day Increased 2.7 60 Students	0% suspended at least one day Declined -3.7 25 Students	 Yellow 1.5% suspended at least one day Increased 1.5 323 Students	 Yellow 1.8% suspended at least one day Maintained 0 55 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.7% suspended at least one day Increased 2.4 274 Students	 Orange 5.3% suspended at least one day Increased 3 131 Students	14.3% suspended at least one day 14 Students	 Orange 3.5% suspended at least one day Increased 2.1 1155 Students

Conclusions based on this data:

1. In small subgroups, 3 suspended student puts us at Orange
2. Movements of .4% are enough to change colors two levels
3. Suspensions increased by over 50% from the prior year

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career Readiness

Granite Bay High Schools across all subgroups will meet the mark of readiness on California's College and Career Indicators

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#1 RJUHSD Students will be college, career, and life ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the metrics and subgroup data, the majority of Granite Bay students are successfully achieving academic and career goals to prepare themselves for life after high school. Data has shown that an increase in English Learner (EL) newcomers has added complexities for the school to meet diverse linguistic needs. Additionally, students with disabilities enroll in college-level courses far below the rate of their peers as well as students who are economically disadvantaged.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of EL students who are Long Term English Learners	22-23 8.2% 18 LTELs out of 32 EL & 190 RFEP	23-24 10%
Percent of Students taking IB Courses	2024 Overall: 22.4% 447 of 1974 EL: 2.0% FY: -- Homeless: * SED: 4.5% SWD: 0.2% African American: .5% American Indian: .3% Asian: 5.1% Filipino: 0.5% Hispanic: 3.0% Two or More Races: * White: 24.2%	2025 25%
Dual Enrollment: % of students in dual enrollment courses earning a C or better	2024 Overall: 98% 203 of 207	2025 95%

<p>Percentage of Students with Successful CTE Pathway Completions</p>	<p>2023 17.9% 83 of 464</p> <p>EL: 16.7% FY: -- Homeless: * SED: 9.6% SWD: 9.7%</p> <p>African American: 0% American Indian: * Asian: 16.5% Filipino: 13.3% Hispanic: 13.5% Two or More Races: 21.4% Pacific Islander: * White: 20.1%</p>	<p>2024 20%</p>
<p>Percentage of Students with Readiness on College and Career Indicator</p>	<p>2023</p> <p>Overall: 76.5% 355 of 464</p> <p>EL: 50.0% FY: -- Homeless: * SED: 52.4% SWD: 20.0%</p> <p>African American: 66.7% American Indian: * Asian: 88.2% Filipino: 80.0% Hispanic: 70.6% Two or More Races: 64.3% Pacific Islander: * White: 75.7%</p>	<p>2024 78%</p>
<p>Percent of Students taking AP Courses</p>	<p>2024 44.5% 889 of 1974</p> <p>EL: 3.8% FY: -- Homeless: * SED: 8.1% SWD: 0.3%</p> <p>African American: 1.1% American Indian: 0.3% Asian: 11.4% Filipino: 1.5% Hispanic: 4.7% Two or More Races: * White: 24.2%</p>	<p>2025 45%</p>
<p>Percent of Students taking at least one DE Course</p>	<p>2024 9.6% 207 of 1974</p> <p>EL: 0.6% FY: -- Homeless: * SED: 2.0% SWD: 0.1%</p> <p>African American: 0.3%</p>	<p>2025 15%</p>

	American Indian: 0.1% Asian: 1.1% Filipino: 0.3% Hispanic: 1.6% Two or More Races: * White: 6.0%	
Percentage of Students with Successful Course Completion of A-G courses	2023 72.7% 339 of 466 EL: 55.6% FY: -- Homeless: * SED: 48.2% SWD: 19.4% African American: 58.3% American Indian: * Asian: 85.9% Filipino: 73.3% Hispanic: 57.7% Two or More Races: 50.0% Pacific Islander: * White: 73.3%	2024 75%
Number of AP Courses Offered	23-24 - 22 courses 2308 student classes	24-25 - 23 courses
Number of IB Courses Offered	23-24 - 23 courses 683 student classes	24-25 - 26 courses
Number of DE Courses Offered	23-24 - 3 courses 249 student classes	24-25 - 5 courses
Number of CTE Pathways Offered	23-24 - 5 pathways, 18 courses 1311 student classes	24-25 - 7 pathways, 22 courses

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Access and enrollment of College and Career Pathway classes for our underrepresented students in Advanced Placement (AP), International Baccalaureate (IB)	Underrepresented students	
1.3	Access and enrollment of College and Career Pathway classes for our underrepresented students in Dual Enrollment (DE) programs	Underrepresented students	
1.4	Access and enrollment of College and Career Pathway classes for our underrepresented students in Career and Technical Education (CTE)	Underrepresented students	
1.5	Increase student awareness of College and Career Indicator (CCI) programs, emphasizing distinctions. Provide targeted support for College and Career Pathway students	All students	

1.6	Update CTE classrooms with state of the art equipment	All students	185715 Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies Computer labs, large tech equipment, Funds available for career technology education
1.7	CTE Department Budgets	All students	18000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies General supplies and furniture for classrooms
1.8	AP Conferences	AP Students	2000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Training for new teachers and curriculum updates
1.9	Guidance Counselors conferences and training	All students	3200 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures UC, CSU conferences and ASCA trainings
1.10	Support for overall educational program	All students	215100 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies General support for the overall educational budget

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/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.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Educational Opportunities for All

GBHS will improve on and implement further supports for Key Cohorts and will revisit Professional Learning Team practices to create a culture of consistent and equitable assessment strategies.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#2 Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting, educational opportunities for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

significantly reducing and ultimately eliminating the achievement gap among unduplicated student groups. The decision to develop this goal is supported by a comprehensive examination of various data points, shedding light on the disparities among student subgroups in different academic and non-academic aspects.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students Meeting or Exceeding Standard: ELA	2023 Overall: 83.8% 389 of 464 EL: * FY: -- Homeless: * SED: 80.4% SWD: 28.6% African American: * American Indian: * Asian: 96.7% Filipino: 100% Hispanic: 76.8% Two or More Races: 80.6% Pacific Islander: * White: 82.9%	2024 85%
Percentage of students who took a higher level math course (above IM2) upon graduation	2023 Overall: 63% 285 of 452	2024 65%
Percent of EL students who are reclassified	22-23 85.6% 190 of 222	23-24 86%

<p>Percentage of Students Meeting or Exceeding Standard: MATH</p>	<p>2023</p> <p>Overall: 59.2% 271 of 458</p> <p>EL: * FY: -- Homeless: * SED: 15.8% SWD: 13%</p> <p>African American: * American Indian: * Asian: 85.3% Filipino: 84.6% Hispanic: 47.7% Two or More Races: 48.4% Pacific Islander: * White: 56.6%</p>	<p>2024 60%</p>
<p>High School Graduation Rate</p>	<p>2023 95.3% 444 of 466</p>	<p>2024 96%</p>
<p>Percentage of Students Meeting or Exceeding Standard: SCIENCE</p>	<p>2023</p> <p>Overall: 61.3% 311 of 507</p> <p>EL: * FY: -- Homeless: * SED: 43.9% SWD: 17.6%</p> <p>African American: 47.1% American Indian: * Asian: 76.8% Filipino: 81.3% Hispanic: 52% Two or More Races: 57.2% Pacific Islander: * White: 60.1%</p>	<p>2024 62%</p>
<p>Percentage of Students Earning the Seal of Biliteracy upon Graduation</p>	<p>2023</p> <p>Overall: 28.7% 133 of 464</p> <p>EL: 0% FY: -- Homeless: * SED: 15.8% SWD: 0%</p> <p>African American: 25% American Indian: * Asian: 42.4% Filipino: 26.7% Hispanic: 33.3% Two or More Races: 14.3% Pacific Islander: * White: 25.4%</p>	<p>2024 30%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Develop an awareness and a comprehensive understanding of CAASPP scores' weight and importance with students, staff, and families; Prioritize training for Professional Learning Teams (PLTs) affected by CAASPP requirements	All Students	
2.2	Provide teachers with professional development on explicit language teaching and other strategies to support our underrepresented students [English Learners (EL), Foster Youth (FY), Socio-economically Disadvantaged (SED), Students with Disabilities (SWD)]	All Students	
2.3	Provide professional development that equips teachers with the skills to make content relevant, while also building relationships with students	All Students	
2.4	Before/after school math tutoring program	All Students in Math	15000 LCFF Supplemental: (\$2.7 mil LCAP only) 1000-1999: Certificated Personnel Salaries Hourly salary to math teachers for student support outside of school hours
2.5	Increase collaboration opportunities for special education and general education teachers	All Students	
2.6	Expansion of English Learner (EL) support teams by hiring specialists, coordinators, and tutors at each site.	EL Students	5100 LCFF Supplemental: (\$2.7 mil LCAP only) 4000-4999: Books And Supplies Supplies to support EL program
2.7	Student Tutoring in English, Science, Social Science, World Language, and Math	All students	8000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 2000-2999: Classified Personnel Salaries Student tutors hourly to support peers in multiple subjects

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/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.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student & Parent Engagement

Granite Bay will provide an environment that promotes school safety and attendance, that welcomes and informs parents of academics and activities involving our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#3 Improve student and parent engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Granite Bay's goal to enhance parent and student engagement is focused on attendance and a reduction in disciplinary action needs. Additionally, the data shows a need in supporting parent involvement and awareness of school activities to help perceptions match what we believe happens at our school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	2023 7.2% 141 of 1958	2024 7%
Suspension rates	2023 Overall 3.5% 71 of 2037 EL: 2% FY: -- Homeless: 28.6% SED: 3.9% SWD: 2.7% African American: 5% American Indian: * Asian: 2% Filipino: 1.8% Hispanic: 4.7% Two or More Races: 5.3% Pacific Islander: * White: 3.5%	2024 Overall 2% SED: 3% African American: 4% Hispanic: 3% Two or More Races: 4% White: 2.5%
Extra Curricular and Co-Curricular Participation(Athletics & Performing Arts	23-24 67.2% 1327 of 1974	2024 65%
Rate of Parent Perceptions on School Safety 1 Strongly Disagree 2 Disagree	2024 4.1	2025 over 4

3 Neutral 4 Agree 5 Strongly Agree		
Expulsion Rates	2023 0% of 2037	2024 0%
Rate of Student Belonging	2024 3.8	2025 4
Rate of Student Perceptions on School Safety 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	2024 4.1	2025 over 4
Rate of Parent Perceptions on a sense of feeling welcomed 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	2024 3.8	2025 4
Rate of Parent Perceptions on adequately informed of choice for their child's post-secondary options 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	2024 College 3.75 Non-College options 3.25	2025 4
Rate of Parent Perceptions on their child being prepared for future work 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree	2024 3.75	2025 4

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Mental health and well-being supports through Wellness Centers and Counselors	All Students, including those groups in orange and red in the dashboard	2000 LCFF Supplemental: (\$2.7 mil LCAP only) 4000-4999: Books And Supplies Supplies to equip the Wellness Center
3.2	Nurse training (First Aid/CPR, Epipen, Narcan, Stop the Bleed) for staff and coaches	All Students	

3.3	Conduct parent workshops on navigating the education system, technology usage, and advocating for children's educational needs.	All Students	
3.4	Establish a plan of support to help address attendance issues	Homeless and Foster Students	
3.5	Continue Positive Behavior Intervention System (PBIS)	All Students	6331 LCFF Supplemental: (\$2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures Students are taught expectations and rewarded for appropriate behavior in areas across campus. PRIDE tickets and prizes housed in Student Store.
3.6	Funding Staff for Art & Music through Prop 28	Students seeking VAPA electives	182819 Prop 28 - VAPA 1000-1999: Certificated Personnel Salaries Additional Music and Art Teacher
3.7	Funding Art & Music supplies and materials through Prop 28	Students seeking VAPA electives	50835 Prop 28 - VAPA 4000-4999: Books And Supplies Classroom supplies and room upgrades for expanded Arts and Music
3.8	Funding Art & Music supplies through general funds	Students seeking VAPA electives	29100 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies Traditional funding for existing programs
3.9	Establish alternative pathways and supports for students at risk of suspension or expulsion	All Students including those groups in orange and red in the dashboard	
3.10	Organize Parent Safety Forums and outreach initiatives	All Students	
3.11	Supporting student involvement in athletics	All students involved in athletics	42000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies Equipment for athletic programs
3.12	Supporting students in ASB and programs run by ASB	All Students	2000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies Funding for student government class

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$767,200.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	\$319,400.00
LCFF Supplemental: (\$2.7 mil LCAP only)	\$28,431.00
Other: Includes CRANE, Perkins, anything else that does not fit above	\$185,715.00
Prop 28 - VAPA	\$233,654.00

Subtotal of state or local funds included for this school: \$767,200.00

Total of federal, state, and/or local funds for this school: \$767,200.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	319,400.00
LCFF Supplemental: (\$2.7 mil LCAP only)	28,431.00
Other: Includes CRANE, Perkins, anything else that does not fit above	185,715.00
Prop 28 - VAPA	233,654.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	197,819.00
2000-2999: Classified Personnel Salaries	8,000.00
4000-4999: Books And Supplies	549,850.00
5000-5999: Services And Other Operating Expenditures	11,531.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	8,000.00
4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	306,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	5,200.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental: (\$2.7 mil LCAP only)	15,000.00
4000-4999: Books And Supplies	LCFF Supplemental: (\$2.7 mil LCAP only)	7,100.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: (\$2.7 mil LCAP only)	6,331.00

4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	185,715.00
1000-1999: Certificated Personnel Salaries	Prop 28 - VAPA	182,819.00
4000-4999: Books And Supplies	Prop 28 - VAPA	50,835.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	424,015.00
Goal 2	28,100.00
Goal 3	315,085.00

School Site Council Membership

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

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

Name of Members	Role
Gregory Sloan	Principal
Meagan Swartz	Other School Staff
Natasha Cattolico	Classroom Teacher
Elizabeth Henderson	Classroom Teacher
Katie Gossell	Classroom Teacher
Laura Stannard	Classroom Teacher
Michele Tong	Parent or Community Member
Melissa MacDonald	Parent or Community Member
Kevin Calia	Parent or Community Member
Shiven Batra	Secondary Student
Anushka Kalyan	Secondary Student
Saqib Zulfiqar	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on September 17, 2024.

Attested:



Principal, Gregory Sloan on September 17, 2024



SSC Chairperson, Shiven Batra on September 20, 2024