



School Plan for Student Achievement

Part II: The School Plan for Student Achievement Template



A Resource for the School Site Council



Prepared by: California Department of Education
Part II: The Single Plan for Student Achievement Template

School: Saratoga High School

District: Los Gatos-Saratoga Joint Union High School District

County-District School (CDS) Code: 4337762

Principal: Paul Robinson (through June 2019). Greg Louie thereafter

Date of this revision: 5.16.19

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Assistant Principal

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The District Governing Board approved this revision of the SPSA



Form A: Planned Improvements in Student Performance

What data did you use to form the plan goals?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>We reviewed results from the SHS School Profile, 2014 WASC Self-study, 2014-15, 2015-2016, 2016-2017, 2017-2018 and 2018-2019 Staff Collaboration, 2015-16, 2015-2016 and 2016-2017 SSC Surveys, 2016, 2017, 2018 and 2019 World Café Data, 2016, 2017 and 2018 CAASPP (California Assessment of Student Performance and Progress) results, 2016 Project Cornerstone Survey 2019 California Healthy Kids Survey (CHKS)</p>	<p>Analysis of school data resulted in the identification of the following areas of focus for 2019-20. Helping students cope with stress, increase developmental assets, continued implementation of the Common Core State Standards, best instructional practices, social/emotional learning, Instructional Technology and weekly collaboration time for departments are all focal points.</p> <p>SHS CAASPP proficiency scores for 2016-2017:</p> <p>All Students: ELA 86% Math 82%</p> <p>Special Education Students: ELA 44% Math 33%</p> <p>SHS CAASPP proficiency scores for 2017-2018:</p> <p>All Students: ELA 93% Math 88%</p> <p>Special Education Students: ELA 50% Math 45%</p>	<p>SHS will evaluate progress toward goals monthly in site Leadership, Staff Development, School Site Council and Administrative teams. End of year surveys will also help evaluate progress towards these goals.</p> <p>In the fall of each school year, we receive CAASPP results. In 2018 the overall proficiency percentage in ELA was at 93% for all general education students while the math scores were at 88%. Special education students' proficiency rate was 50% in ELA and 45% in math</p>



The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Provide relevant and engaging learning experiences emphasizing the “4C’s”—Critical Thinking, Creativity, Communication and Collaboration.

LCAP GOALS: Create and refine curricular and program options as CCSS are implemented.

SCHOOL GOAL: Provide ongoing support in attaining high academic achievement through a variety of best instructional practices.



STRATEGY: Implement the adopted Common Core State Standards.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
<p>1. Develop a site professional development plan that includes weekly collaboration. Department collaboration plans will include CCSS. Science will include NGSS implementation strategies.</p>	<p>Admin Team Staff Development Team Site Leadership Team Department Chairs Instructional Leadership Collaborative (ILC) and Instructional Leadership Team (ILT).</p>	<p>Develop plan May 2019 for implementation 2019-2020 school year Revise annually.</p>	<p>Site PD progress on weekly collaboration plans as related to CCSS and best instructional practices Leadership Team evaluation of progress on department goals around CCSS and best practices via a spring 2020 survey Each department's yearly goals will include department specific PD plans, created in spring 2019 and revised in fall. 2019-2020 PD includes: sixteen department meetings, six staff meetings and four district PD days and five site-based collaboration days focused on WASC</p>	<p>Professional Development as needed: Site Title II Funds: \$16,347 (plus District C&I Funds: \$80,000)</p>



Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
<p>2. Department PD plans will include goals around best practices.</p>	<p>Admin Team Department Chairs Leadership Team Staff ILC</p>	<p>2019-2020 Department professional development plan drafted in May 2019</p> <p>Department collaboration schedule drafted in May 2019</p>	<p>Site PD progress on weekly collaboration plans as related to CCSS and best instructional practices</p> <p>Leadership Team evaluation of progress on department goals around CCSS and best practices via a spring 2020 survey.</p> <p>Each department's yearly goals will include department specific PD plans, created in spring 2019 and revised in fall.</p> <p>2019-2020 PD includes: sixteen department meetings, six staff meetings and four district PD days and five site-based collaboration days focused on WASC</p>	<p>Professional Development as needed: same as 1.0: Site Title II Funds: \$16,347 (plus District C&I Funds: \$80,000)</p>



STRATEGY: Purposeful use of formative and summative assessments.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
1. Research, identify, and implement ways to provide timely, relevant feedback to students.	Admin Team Leadership Team Departments ILC	2019-2020	100% of teachers will continue to use and regularly update CANVAS gradebook. ILC will assess the current summative and formative tools used by departments and report out on best practices	No site cost District cost for Canvas and teacher tech lead stipends

STRATEGY: Increase effective use of technology to support instruction and communication.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
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2. Expand use of school-wide learning management system (LMS), CANVAS.	District Office Admin Team Tech Team Teachers	2019-2020	100% of teachers will receive ongoing support on the LMS. 100% of teachers will use the LMS to communicate with and support students.	No site cost District cost for Canvas and teacher tech-led stipends
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Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
3. Provide staff development in ongoing use of Google Suite (G-Suite) and in the use of instructional technology.	Admin Team ILC Tech person Staff Dev Team Teachers ILC	Regular trainings offered throughout 2019-2020	Continuous Technology PD opportunities for staff. Convocation sessions, IT Classified Training series for 2019-20 on Google Suite. 1CoolThing/Coffee sessions and ILC weekly tech tips covering various topics (Google, Canvas, Flipgrid etc). Spring 2020 survey of I.T. training effectiveness Increased number of teachers receiving Google Level 1 and 2 certification	No site cost Google Masters: District Stipend Additional Chromebook Carts/Site interactive technology: Tech Bond



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LEA GOAL: Make learning more engaging, relevant, and effective.
LCAP GOALS: Continue building a positive school climate that reduces stress while supporting appropriate academic rigor.
SCHOOL GOAL: Focus on relevant and engaging learning that promotes healthy academic perspectives for students.

STRATEGY: Focus curriculum on depth rather than breadth.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
1. Identify essential student learning outcomes for each course.	Admin Team Leadership Team Individual Teachers	2019-2020	100% of departments will begin to identify essential learning outcomes for each course. The Site Professional Development Plan will include collaboration days for curriculum review.	No site cost: department collaboration



STRATEGY: Expand resources to support the needs of students.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
1. Support and monitor CASSY services while implementing targeted student groups.	Admin Team Guidance CASSY Therapists	2019-2020	Number of students and families served via CASSY annual report Goal of 10% increase in CASSY awareness in 2019-2020 as measured by CASSY annual report	CASSY services -District funded staffing



Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
2. CASSY and ADMIN will work with parent groups to remove the stigma associated with counseling.	Admin Team CASSY teacher Parent Groups	2019-2020	Frequency of CASSY presentations at guidance nights Number of students and families served via CASSY annual report to PTSO spring 2020 Frequency of CASSY presentations at weekly guidance meetings	District funded staffing

STRATEGY: Expand resources around Social Emotional Learning.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)



Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
1. Social Emotional Learning (S.E.L.) focus on healthy engagement	Admin Team Student Equity Team Teachers Parents	Student equity team and staff S.E.L. team to evaluate and revamp- as needed- connections activities 2019-2020	Students to be surveyed upon completion of assemblies and activities related to S.E.L.	PTSO District

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
2. Guidance Department- Increase amount of information available to students	Admin Team Guidance Department	2019-2020	Increased number of guidance events including but not limited to: college application office hours, bilingual presentations, increased web content, continued use of "Falcon Wheel." Guidance will move available information into Canvas Assess number of events and students served spring 2020	No site cost



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LEA GOAL: Continue building a positive school climate that balances student stress and academic rigor, through student involvement in co-curricular and extra-curricular activities and by helping students build developmental assets (Project Cornerstone).

LCAP GOALS: Continue building a positive school climate that balances stress and academic rigor.

SCHOOL GOAL: All stakeholders will work together to support students in developing resiliency skills when managing stress.

STRATEGY: Increase educational outreach and communication to all stakeholders about how students can maintain a healthy balanced life by utilizing resiliency skills

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
1. Student leadership will increase community outreach and service learning	Admin Team Leadership Class Service Learning Coordinator	2019-2020	Frequency of outreach events Data from service learning report. Goal of 10% increase in service learning participation from spring '19 to spring '20	SSC: \$1,500



STRATEGY: Student leadership groups will address issues of academic peer pressure and Cyber bullying.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)
1. Leadership class will investigate peer pressure and tolerance issues (mostly around “academic bullying”)	Admin Team Activities Director Leadership Class Teachers Students	2019-2020	Number of programs addressing tolerance Frequency of cultural diversity training.	

STRATEGY: Student leadership, teachers and admin will work on school-wide plans to develop the internal asset of “Positive Identity”.

Action	Person(s) Responsible	Date	Means of Evaluation	Cost and Funding Source (Itemize for Each Source)



<p>1. The school community will help Students focus on a positive outlook and increase student "meaningful participation"</p>	<p>Admin Team Common Roots (Peer Support Team) Leadership Team Leadership Class</p>	<p>2019-2020</p>	<p>Evaluate and revamp- as needed- activities focused on student wellness and student involvemet Compare percentage of student meaningful participation (as measured by CA Healthy Kids Survey) to baseline from spring 2019: 36%</p>	<p>ASB Budget: TBD SSC Budget: \$500</p>
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State Programs	Allocation	<i>Consolidated in the SWP</i>
<p>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) Site Budget (\$115 per student) Project Lead the Way Site Budget Graduation Site Council Budget</p>	<p>\$157,780 \$ 15,000 \$ 20,000 \$ 15,000</p>	<p>X</p>



		"CTE" Grants	\$ 50,000	
		Total amount	\$ 257,780	
Federal Programs		Allocation	Consolidated in the SWP	
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		zero	
NA	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation. 1% applies if we receive over \$500k	N/A		
NA	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A	N/A		



	reservation for schools in PI Year 1 and 2)			
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$17,696	X	
NA	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ zero		Title III funds may not be consolidated as part of a SWP ^{1[1]}
NA	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$ zero		
NA	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$ zero		
X	Other federal funds (list and describe) Carl Perkins	\$ 16,268	X	
NA	Other federal funds (list and describe)	\$ zero		
NA	Other federal funds (list and describe)	\$ zero		
Total amount of federal categorical funds allocated to this school		\$ 33,964		

^{1[1]} Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.



Total amount of state and federal categorical funds allocated to this school	\$291,744
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Form 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.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Paul Robinson	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brian Safine	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Richard Ellis	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Lee	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Wu	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katie Lam	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	X

² EC Section 52852



Erica Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Natalie Tarbox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Cynthia Zhang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Rita Cao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Ping Yeung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Wenjing Chu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sree Bade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Numbers of members in each category	1	3	1	4	4

Form 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee N/A

Signature



- English Learner Advisory Committee N/A Signature
- Special Education Advisory Committee Signature
- Gifted and Talented Education Advisory Committee N/A Signature
- District/School Liaison Team for schools in Program Improvement N/A Signature
- Compensatory Education Advisory Committee N/A Signature
- Departmental Advisory Committee (secondary) Signature
- Other committees established by the school or district (list) Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: November 29, 2018.

Attested:

Paul Robinson

Typed name of School Principal

Signature of School Principal

Date

Brian Safine

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date



