

School Year: **2019-20**

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
Saugus High School	19-65136-1931740	February 2, 2010	March 4, 2020

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Saugus High School surveyed the EL parents and found that they wanted the following issues addressed: 1. Another Bilingual Instructional assistant. 2. Funding for Field trips and the best time for them to meet is in the evenings. Similarly we surveyed our 9th and 10th graders. We found that most of them used our school planner and most of them feel comfortable at school and have everything they need to be successful. Any student who indicated that they needed support was called in by an admin or counselor to get the support they need.

Classroom Observations

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

The administrators at SHS visit all classrooms on a weekly basis and discuss observations in weekly cabinet meetings. In addition, each administrator conducts 8-12 formal observations a year. Overall teachers are observed teaching standards based lessons and provide scaffolding. A small group of 3 teachers and 1 administrator conducted an EL Shadowing observation in which an EL student was observed in two classes. It was discovered that EL and general education students do not have many opportunities for academic conversations. This is something Saugus will need to focus on and create a plan to address. Most teachers have agendas

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

English, Math, Social Studies, and Science classes have common quarterly benchmarks. Departments meet and analyze the results from these benchmarks and adjust lessons accordingly. Staff analyses ELA and Math CAASPP data and adjusts instruction and intervention placement based on data outcomes.

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

English teachers review assigned essays and base future lessons on skill deficiencies as seen in the essays. Biology teachers review data of curriculum-embedded assessments and then modify instruction by offering after school intervention to reteach standards students have not mastered. Some math teachers allow students to retake test if they show that standards were not mastered. Some social studies teachers allow students to retake tests and/or use notes on an assessments based on data and student progress from previous assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of teachers at Saugus meet the state credential requirements and are teaching within their certified subject area.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time.

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

Each department has created a FOCUS plan based on content standards and assessed student performance. An assistant principal meets regularly during late-start Wednesdays with each department to support and monitor the professional needs and plan of the department. An example of this is the Math Department. They reviewed student data and realized that because of new curriculum, math teachers were not as effective in teaching standards and had little time to collaborate. So the Department's FOCUS plan allows for teachers on common classes to meet regularly and plan curriculum, review to student data, and observe lessons being taught by their peers. Similarly, the English Department reviewed student data and identified a need for their to be more vertical alignment. Grade level teams meet regularly and discuss lessons, observe each other, and create common rubrics. Having each Department create a FOCUS plan allows for alignment among student need, staff development, and professional needs.

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

SHS has an instructional coach who regularly meets with department chairs and administrators to create opportunities to support teachers. This includes whole staff PD activities, lesson study, peer observations, or small PD lessons targeting a specific strategy for department or a teacher. SHS also has a PD team that plans whole staff PD when required by the district or when a need arises. Staff also visits other sites to observe experts. For example, before we implemented team teaching, staff went and observed other teachers in the district team teaching. The EL coordinator and EL Administrator attend regular meetings at the District to stay current on the latest curriculum and support for EL students. Our EL coordinator also meets with teachers who are teaching EL students to provide support for the teacher on effective strategies and methods that support EL students. Our English, Math, Science and Social Studies Departments also have representatives who attend regular meetings at the District level and bring back pertinent information for departments on curriculum and student data.

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

All departments meet at least twice a month on late start Wednesday to collaborate. Department chairs meet once a month with administration. Administrators attend both meetings. These meetings provide time for teachers to collaborate. The District also provides time of the English Department to collaborate twice a year to score benchmark exams. Also the Social Studies Department scores their benchmark exams together, along with the Biology teachers.

Teaching and Learning

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

Lessons are designed using the district-adopted curriculum. Instructional design is based on Common Core standards and Math Practice Standards. The use of common curriculum guides helps to ensure that all students are receiving grade level standards-based instruction. The English department administers a district-wide Performance Task twice a year to calibrate assessments and develop future lessons and instructional needs based on assessment data for student mastery of concepts in literacy.

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

N/A

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

N/A

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

All content areas have standards-based instructional materials provided by the district for all student groups.

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

All students have SBE adopted materials for their courses, intervention materials, and access to standard-aligned core courses.

Opportunity and Equal Educational Access

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

We offer a variety of intervention options for students during the regular school day through parallel classes, and after school through intervention sessions. We also ensure that teachers are available for supporting students on a daily basis before school and throughout open periods.

Evidence-based educational practices to raise student achievement

There are multiple days where teachers collaborate throughout the year in designated collaboration time as well as in faculty meetings and professional development meetings.

Parental Engagement

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

Regular communication is sent out to our families and surrounding community through monthly or quarterly meetings with our various parent groups. Parents of our English Learners meet quarterly to inform our EL student population and their families of important events and ways to support their students in their education.

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

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

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

Saugus HS has reconvened our School Site Council. We will on the second Tuesday of the month beginning in November.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.12%	0.08%	2	3	2
African American	2.2%	1.93%	2.34%	52	47	58
Asian	2.9%	3.20%	3.75%	68	78	93
Filipino	4.2%	4.01%	4.84%	100	98	120
Hispanic/Latino	31.3%	31.63%	33.33%	746	772	827
Pacific Islander	%	0.04%	0.12%	1	1	3
White	53.9%	53.01%	50.71%	1,285	1294	1,258
Multiple/No Response	%	%	%	1		
Total Enrollment				2,385	2441	2,481

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	649	641	689
Grade 10	602	651	641
Grade 11	590	579	605
Grade 12	544	570	546
Total Enrollment	2,385	2,441	2,481

Conclusions based on this data:

1. The two largest student groups are White and Hispanic.
2. The Hispanic group is showing a slight growth as the White group is decreasing slightly.
3. School population overall continues to grow.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	97	83	70	4.1%	3.4%	2.8%
Fluent English Proficient (FEP)	283	313	319	11.9%	12.8%	12.9%
Reclassified Fluent English Proficient (RFEP)		13	15	0.0%	13.4%	18.1%

Conclusions based on this data:

1. EL student population is decreasing. However, the number of FEP students is increasing.
2. There was a slight increase in RFEP students in from 2017-18 to 2018-19 school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	578	555	589	569	548	583	569	547	583	98.4	98.7	99
All Grades	578	555	589	569	548	583	569	547	583	98.4	98.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2679.	2667.	2688.	55.01	48.26	58.66	32.86	34.55	30.36	8.26	12.43	8.40	3.87	4.75	2.57
All Grades	N/A	N/A	N/A	55.01	48.26	58.66	32.86	34.55	30.36	8.26	12.43	8.40	3.87	4.75	2.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57.82	48.81	56.78	35.15	41.32	38.42	7.03	9.87	4.80
All Grades	57.82	48.81	56.78	35.15	41.32	38.42	7.03	9.87	4.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	69.14	65.81	74.10	26.98	29.80	24.36	3.88	4.39	1.54
All Grades	69.14	65.81	74.10	26.98	29.80	24.36	3.88	4.39	1.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	42.00	35.83	42.54	51.85	57.59	54.55	6.15	6.58	2.92
All Grades	42.00	35.83	42.54	51.85	57.59	54.55	6.15	6.58	2.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	63.62	60.33	59.86	32.34	33.09	35.68	4.04	6.58	4.46
All Grades	63.62	60.33	59.86	32.34	33.09	35.68	4.04	6.58	4.46

Conclusions based on this data:

1. Above data is depicted in percentages. Saugus HS tested 555 11th grade students on the ELA Performance on the CAASPP.
83% of students met or exceeded the standards on the summative ELA / Literacy section.
2. Though Saugus students performed well on the initial exams, stakeholders recognize there is room for growth, specifically in the number of students performing below grade-level standard in the Reading sub-category representing our highest percentage at 10% who are not scoring at or near grade-level standard in Reading.
3. Need for disaggregated data based on subgroups (SPED, Socioeconomically disadvantaged, ELs).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	577	555	589	560	544	576	560	544	577	97.1	98	97.8
All Grades	577	555	589	560	544	576	560	544	577	97.1	98	97.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2632.	2620.	2657.	23.04	21.14	30.73	31.96	28.49	32.64	24.64	26.29	21.70	20.36	24.08	14.93
All Grades	N/A	N/A	N/A	23.04	21.14	30.73	31.96	28.49	32.64	24.64	26.29	21.70	20.36	24.08	14.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.52	32.35	45.83	33.75	37.87	33.33	28.73	29.78	20.83
All Grades	37.52	32.35	45.83	33.75	37.87	33.33	28.73	29.78	20.83

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31.42	27.21	38.19	50.27	50.74	46.88	18.31	22.06	14.93
All Grades	31.42	27.21	38.19	50.27	50.74	46.88	18.31	22.06	14.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.75	27.57	35.42	56.45	54.23	53.82	13.80	18.20	10.76
All Grades	29.75	27.57	35.42	56.45	54.23	53.82	13.80	18.20	10.76

Conclusions based on this data:

1. Overall, 63% of students Met or Exceeded the standards in Math.
2. The overall performance score increased by 37.5 points from 2018 to 2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1595.9	*	1607.0	*	1584.4	*	14	6
Grade 10	1589.7	1589.1	1596.8	1567.5	1582.1	1610.2	20	11
Grade 11	1578.8	1563.8	1584.8	1556.7	1572.5	1570.4	13	28
Grade 12	1555.0	*	1564.5	*	1545.1	*	13	9
All Grades							60	54

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*		*	14	*
10	*	27.27	*	27.27	*	45.45	*	0.00	20	11
11	*	17.86	*	42.86	*	17.86	*	21.43	13	28
12	*	*	*	*	*	*	*	*	13	*
All Grades	41.67	16.67	25.00	40.74	21.67	25.93	*	16.67	60	54

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*		*	14	*
10	65.00	36.36	*	27.27	*	27.27	*	9.09	20	11
11	*	35.71	*	28.57	*	28.57	*	7.14	13	28
12	*	*	*	*	*	*		*	13	*
All Grades	58.33	31.48	21.67	31.48	*	25.93	*	11.11	60	54

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	14	*
10	*	27.27	*	27.27	*	45.45	*	0.00	20	11
11	*	7.14	*	28.57	*	42.86	*	21.43	13	28
12	*	*	*	*	*	*	*	*	13	*
All Grades	23.33	11.11	26.67	24.07	23.33	46.30	26.67	18.52	60	54

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*		*	14	*	
10	55.00	9.09	*	72.73	*	18.18	20	11	
11	*	3.57	*	53.57	*	42.86	13	28	
12	*	*	*	*	*	*	13	*	
All Grades	43.33	5.56	45.00	61.11	*	33.33	60	54	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	85.71	*	*	*		*	14	*	
10	75.00	63.64	*	27.27	*	9.09	20	11	
11	*	67.86	*	25.00	*	7.14	13	28	
12	*	*	*	*		*	13	*	
All Grades	75.00	64.81	21.67	25.93	*	9.26	60	54	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	14	*	
10	*	18.18	*	81.82	*	0.00	20	11	
11	*	3.57	*	60.71	*	35.71	13	28	
12	*	*	*	*	*	*	13	*	
All Grades	23.33	7.41	41.67	64.81	35.00	27.78	60	54	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	14	*
10	*	27.27	55.00	72.73	*	0.00	20	11
11	*	7.14	*	89.29	*	3.57	13	28
12	*	*	*	*		*	13	*
All Grades	36.67	11.11	60.00	83.33	*	5.56	60	54

Conclusions based on this data:

1. 42% of students scored a 4 on the ELPAC.
2. 5% and 7% of our students scored "well developed" in Listening and Reading. These are our lowest percentage of students' scoring "well developed" in the 4 domains. More attention is need in these areas .

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2481	18.1	2.8	0.2

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	2.8
Foster Youth	5	0.2
Homeless	53	2.1
Socioeconomically Disadvantaged	448	18.1
Students with Disabilities	305	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	58	2.3
American Indian	2	0.1
Asian	93	3.7
Filipino	120	4.8
Hispanic	827	33.3
Two or More Races	120	4.8
Pacific Islander	3	0.1
White	1258	50.7

Conclusions based on this data:

1. EL students account for less than 3% of our student population and 12% of our student population is identified as SPED.
2. 18% of our student our Socioeconomically Disadvantaged.
3. White students make up the majority of our population, with Hispanic students making up our second highest Race/Ethnicity group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The indicator for College / Career readiness is our biggest concern.
2. Saugus is blue or green for all other indicators.

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.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>106.8 points above standard</p> <p>Increased Significantly ++22.8 points 575</p>	<p>English Learners</p> <p>No Performance Color</p> <p>9.2 points above standard</p> <p>Increased Significantly ++34 points 24</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>75.9 points above standard</p> <p>Increased Significantly ++21.1 points 115</p>	<p>Students with Disabilities</p> <p>Green</p> <p>16.1 points above standard</p> <p>Increased Significantly ++53.5 points 68</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 No Performance Color 172.5 points above standard Increased Significantly ++51.5 points 19	 No Performance Color 146.8 points above standard Increased Significantly ++50.8 points 27
Hispanic	Two or More Races	Pacific Islander	White
 Blue 84.4 points above standard Increased Significantly ++24.1 points 198	 No Performance Color 99 points above standard Increased ++12.9 points 39		 Blue 115.4 points above standard Increased Significantly ++21.4 points 283

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	37.8 points above standard Declined Significantly -18.5 points 16	107.3 points above standard Increased Significantly ++19.2 points 474

Conclusions based on this data:

- The dashboard indicates that we need to continue to focus on our student with disabilities in the area of ELA.
- EL students are not performing at the same level as EO students. The number of our RFEP students performing above standard decreased by 18.5 points.

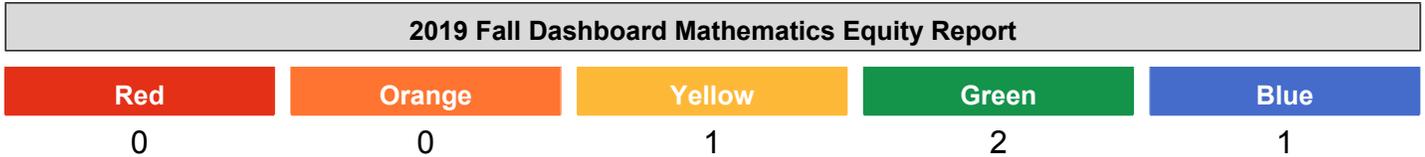
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>30.6 points above standard</p> <p>Increased Significantly ++37.5 points 569</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>72.2 points below standard</p> <p>Increased Significantly ++35.4 points 23</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.4 points below standard</p> <p>Increased Significantly ++30.5 points 114</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>78.6 points below standard</p> <p>Increased Significantly ++81.3 points 66</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 No Performance Color 134.6 points above standard Increased Significantly ++77.2 points 19	 No Performance Color 84 points above standard Increased Significantly ++70.6 points 27
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.8 points below standard Increased Significantly ++30.1 points 196	 No Performance Color 49.2 points above standard Increased Significantly ++16.6 points 36		 Blue 44.2 points above standard Increased Significantly ++41.7 points 282

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	29.9 points below standard Increased Significantly ++31.7 points 16	29.5 points above standard Increased Significantly ++33.3 points 469

Conclusions based on this data:

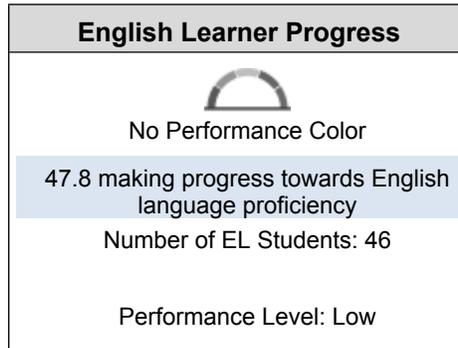
1. Overall, students performed lower on math than on ELA.
2. Significant groups of students increased in meeting the standards.
3. Students with disabilities increased significantly to yellow.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	14	4	18

Conclusions based on this data:

1. Saugus has a relatively small percentage of EL students.
2. We need to focus more support so EL students can move from one level to the next annually.

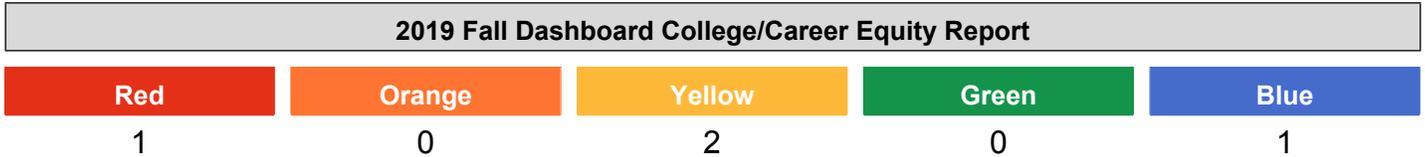
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>60.5</p> <p>Declined -2.7</p> <p>542</p>	<p>English Learners</p> <p>No Performance Color</p> <p>28</p> <p>Maintained -1.2</p> <p>25</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Homeless</p> <p>No Performance Color</p> <p>46.7</p> <p>Increased Significantly +11</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>57.3</p> <p>Increased Significantly +10.1</p> <p>218</p>	<p>Students with Disabilities</p> <p>Red</p> <p>5.6</p> <p>Declined -11.1</p> <p>72</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 47.1 17	 No Performance Color 0 Students	 No Performance Color 77.8 Maintained +0.9 18	 No Performance Color 57.1 Declined Significantly -20.1 28
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 57.5 Declined -2.6 179	 No Performance Color 58.3 Increased +8.3 24	 No Performance Color 0 Students	 Yellow 62.7 Declined -2.7 276

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	63.2 Prepared	60.5 Prepared
Approaching Prepared	16 Approaching Prepared	18.8 Approaching Prepared
Not Prepared	20.7 Not Prepared	20.7 Not Prepared

Conclusions based on this data:

- Students with disabilities are not meeting the requirements to be college and career ready.
- Our White and Hispanic groups of students declined to yellow.
- Only 60.5% of our students are deemed college and career ready. This is an area we need to focus on.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

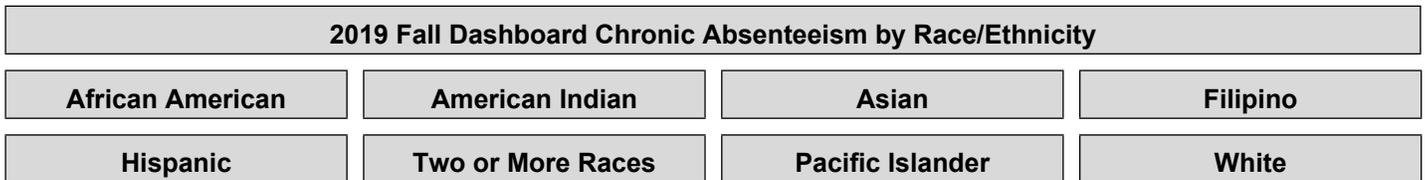
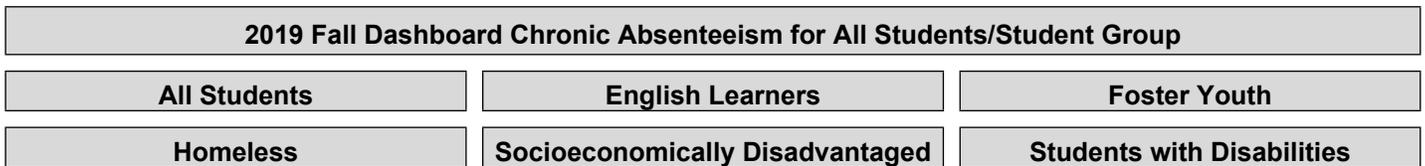
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

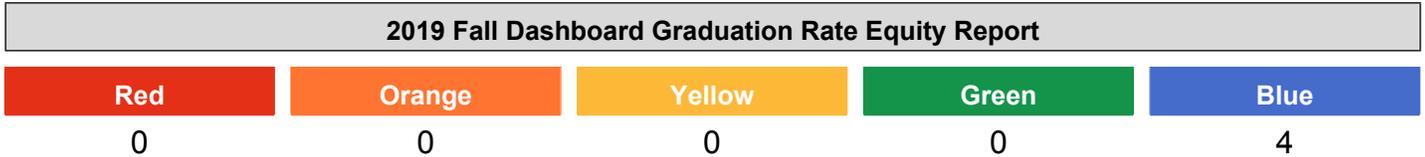
School and Student Performance Data

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.



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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 98.9 Increased +1.2 543	<p>English Learners</p>  No Performance Color 96 Increased +8.5 25	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p>  No Performance Color 93.3 Maintained +0.5 15	<p>Socioeconomically Disadvantaged</p>  Blue 98.6 Increased +1.4 218	<p>Students with Disabilities</p>  Blue 98.6 Increased +1.4 72

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color</p> <p align="center">100</p> <p align="center">17</p>	<p align="center">American Indian</p>	<p align="center">Asian</p>  <p align="center">No Performance Color</p> <p align="center">100</p> <p align="center">Maintained 0</p> <p align="center">18</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">100</p> <p align="center">Maintained 0</p> <p align="center">28</p>
<p align="center">Hispanic</p>  <p align="center">Blue</p> <p align="center">98.9</p> <p align="center">Maintained +0.6</p> <p align="center">179</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color</p> <p align="center">100</p> <p align="center">Increased +5.6</p> <p align="center">24</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">Blue</p> <p align="center">98.6</p> <p align="center">Increased +1.1</p> <p align="center">277</p>

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.7	98.9

Conclusions based on this data:

1. Graduation rates are high.

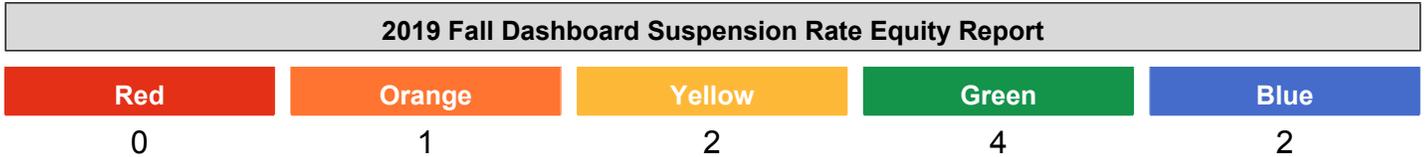
School and Student Performance Data

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.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1 Maintained +0.1 2564	<p>English Learners</p>  Green 1.7 Declined -1.7 59	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7
<p>Homeless</p>  No Performance Color 1.5 Increased +1.5 66	<p>Socioeconomically Disadvantaged</p>  Green 1.4 Declined -0.5 517	<p>Students with Disabilities</p>  Yellow 2.4 Maintained 0 331

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 64	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 95	 Orange 1.6 Increased +0.6 125
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.9 Declined -0.7 861	 Green 0.8 Maintained +0.2 124	 No Performance Color Less than 11 Students - Data 3	 Yellow 1 Increased +0.6 1291

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	1

Conclusions based on this data:

1. Students with disabilities were suspended at a slightly higher rate than the total student population.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

Increase learning and content standard mastery for English Learners in order to decrease the D/F rate.

Identified Need

Students need more support from bilingual instructional assistants (BIAs).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease D and F rate for EL students	For the 2018-2019 school year, EL students earned 145 D/Fs for the year. This is an average of 4 D/F's per a student. With the support of a BIA and a field trip we expect this to lower the number of D/F's.	We expect to lower the D/F rate by 10% by hiring another BIA.

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)

English Learners

Strategy/Activity

Saugus HS would like to hire another Bilingual Instructional Assistant (BIA).

Currently Saugus HS has only one BIA to support all 30 of our English learners (EL.) This includes Newcomers, long term English learners (LTELs), and EL students who have IEP (Individualized Education Plans.) All of our EL students without IEPs are in college prep courses which meet the A through G requirements. This schedule provides them access to all content that is needed for them to graduate and attend college or begin a career. Because we strive to ensure that each student's needs are met and that each schedule meets the unique, individual needs of the student, it is imperative that our EL students have support from their teachers, their Achieve (English language support) class, and from a BIA. Currently, one BIA cannot go to all the classes with the

Newcomers or support all the other EL students. Despite trying to schedule EL students in groups, our one BIA is still forced to split her time each period between 2 or 3 classes.

If we are able to hire another BIA we could support all our EL students more effectively. Another BIA would mean that our EL students could have the support of a teacher and a BIA in almost all of their classes, if not every class. This would create an opportunity for our EL students to have more support in understanding the content material, taking notes in class, doing homework, working in groups, asking questions, participating in class discussions, and taking assessments.

Research shows that students learn more and teachers teach more effectively with the help of a BIA. Barbara Law and Mary Eckes in their article, "Teacher Tips: Effective Collaboration with ELL Paraprofessionals" (The Educations' Guide to learning disabilities and ADHD, 2019) state that BIA's embody "...important roles in the success of English language learners." The authors continue to show that BIA's work is various ways in the classroom to support students. Some of the ways BIA's support student learning and enhance a positive learning environment, according to Law and Eckes, include BIAs working "in the ELL classroom, content classroom, or mainstream classroom during class, before school, or after school in small groups or one-on-one."
<http://www.idonline.org/article/49117/>

Similarly, a paper published by Carrie Cable and presented at the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh in 2003 entitled "Bilingual Teaching Assistants: Their Contribution to Learning" also comes to the conclusion that BIAs are an integral and important part of learning in a classroom where EL students are learning content and English at the same time. Cable concludes after her study that, BIAs feel strongly that they make contributions to the learning in a classroom. this is especially when the teacher only speaks English and the students are learning English. Cable also discovered that BIAs play a role of "intermediary and advocate for children 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.

Description and Amount(s)	Source(s)
<p>Description: Hire a Bilingual Instructional Assistant to provide direct support in the students' first language</p> <p>Amount: 20,000.00</p> <p>Available Balance:</p>	<p>Federal Title III, District Funds 2000-2999: Classified Personnel Salaries</p>
<p>Description: Benefits for Classified Personnel</p> <p>Amount:</p>	<p>Federal Title III, District Funds 3000-3999: Employee Benefits</p>

6,240.00

Available Balance:

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description and 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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 2

Increase background knowledge and supplement classroom learning

Identified Need

EL students need more background knowledge for content standard mastery in order to decrease the D/F rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL students have not experienced many real life adventures like going to local museums.	For the 2018-2019 school year, EL students earned 145 D/Fs for the year. This is an average of 4 D/Fs per a student. With the support of a BIA and a field trips, we expect this to lower the number of D/Fs.	EL students will gain valuable educational experiences, background knowledge, and relevancy for what they are learning through visits to a local museum.

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)

English Learners

Strategy/Activity

Saugus teachers would like to take our EL students on two field trips: one to the Getty Museum, and one to the Museum of Natural History. By definition, our EL students have not grown up in our local community and have not enjoyed many local cultural experiences our community has to offer. EL students often lack background knowledge, not just in the English language, but also American cultural knowledge that other students have developed. Many of our EL students bring their own vast and deep cultural knowledge to the table. However, we know that providing some of the common cultural experiences that our English-only students have been privileged to experience will help support content and classroom learning, especially related to art and science. Taking our students on two field trips to two different museums will provide our EL students with this knowledge and will also provide them with an opportunity to use the content they are currently learning.

Many of our EL students struggle with earning Ds and Fs in some academic classes. Our goal is to decrease the number of D/Fs our EL students are earning. By providing our students with an opportunity to leave campus and experience what their classmates have experienced with their families as younger students, we hope to fill in some of the gaps our EL students have from not living in our community for their whole lives and/or not having the resources to experience museums.

Research supports taking students on field trips to enhance and solidify learning. In the research article, "A Review of Research on School Field Trips and Their Value in Education" by March Behrendt and Teresa Franklin, January 2014, it is clear that field trips can create the following five positive opportunities for students:

"Field trips may be planned for five purposes:

- 1) To provide firsthand experience,
- 2) To stimulate interest and motivation in science,
- 3) To add relevance to learning and interrelationships,
- 4) To strengthen observation and perception skills, and
- 5) To promote personal (social) development (Michie, 1998)"

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.

Description and Amount(s)

Source(s)

Description:
Field Trips to the Getty Museum and the Museum of Natural History

Amount:
1,000.00

Available Balance:

Federal Title III, District Funds
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description and 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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
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School Site Council Membership

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

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

Name of Members	Role
Vince Ferry	Principal
Geni Peterson Henry	Other School Staff
Danielle Polanco	Classroom Teacher
Ashley Winkler	Classroom Teacher
Marty Fricke	Classroom Teacher
Kelly Franti	Parent or Community Member
Keni Dawkins	Parent or Community Member
Mojica, Andrei	Secondary Student
Tyler Nielson	Secondary Student
Tina Cabot	Parent or Community Member

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



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 November 5, 2019.

Attested:



Principal, Vince Ferry on



SSC Chairperson, Geni Peterson Henry on 2/1/2020