

2016-17 Single Plan for Student Achievement

School: Glen Edwards Middle School
CDS Code: 31669516108351
District: Western Placer Unified School District
Principal: Stacey Brown
Revision Date: October 16, 2016

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:

Contact Person: Stacey Brown
Position: Principal
Phone Number: 916-645-6370
Address: 204 L Street
Lincoln, Ca. 95648-1825
E-mail Address: sbrown@wpusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on November 15, 2016.

Table of Contents

School Vision and Mission	3
Community and School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
IV. Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
Title III Accountability (School Data)	12
VI. Planned Improvements in Student Performance.....	13
Student Achievement	13
English Language Acquisition	18
College & Career Readiness.....	21
Culture & Climate	23
Learning Environment	26
Parent Involvement.....	28
VIII. Summary of Expenditures in this Plan.....	31
Total Allocations and Expenditures by Funding Source	31
Total Expenditures by Goal	32
IX. Title I: Home/School Compact.....	33
X. School Site Council Membership	34
XI. Recommendations and Assurances.....	35

School Vision and Mission

Glen Edwards Middle School's Vision and Mission Statements

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 900 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. GEMS is a culturally diverse, Title I school grounded in the rich history of Lincoln and proud of its heritage and diversity. Currently, enrollment consists of 1% American Indian, 2% Asian, 2% Filipino, 1% African-American, 42% Hispanic, 48% Caucasian and 4% two or more races. Students are our number one priority and our staff is dedicated to the shared mission of: creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

At GEMS, we are focused on ALL students learning and providing them with an excellent education. All of our academic programs are rigorous and follow state standards. We have several support programs including intervention classes. AVID has expanded to 4 classes and continues to be a positive impact on our students' needs. We have an AVID Excel program that is designed specifically to support our long-term English Learner population. Also, we offer a variety of after-school activities, such as athletics, clubs and tutoring to help our students expand their interests and abilities.

Community and School Profile

Glen Edwards Middle School was originally built as Lincoln Elementary School in 1952. The buildings were modernized in 1992 at about the same time that the school was converted to a middle school campus. Several portable classroom buildings and a cement sidewalk were added to the GEMS campus during the last few school years to accommodate our growing student body and classroom needs: a computer lab, four science lab classrooms, five classrooms, two PE locker-rooms, and staff and student restrooms. Additionally, the blacktop space was reconfigured to allow more court space for physical education classes and lunchtime play. In 2008 Glen Edwards' received a Project Fit America grant and added new physical fitness equipment and work-out area adjacent to existing apparatus in an effort to increase our students' anaerobic and aerobic programs.

The student school day begins promptly at 8:00 a.m. and ends with dismissal at 2:35 p.m. In order to provide extended school day experiences for students, several opportunities are available to GEMS students. All teachers are available for student support and questions at 7:40 a.m. daily; breakfast is also available in the multipurpose room daily at 7:40 a.m. After school, students find a variety of activities available, including athletics, after-school Panther Pride tutoring (from 3:00 – 6:00 p.m.) and the Homework Club (from 2:45 – 3:45 p.m.) is a one hour program in which students complete homework or receive instruction. All activities are supervised by credentialed teachers.

GEMS staff and administration are committed to maintaining a safe and clean environment for students and their families. All visitors must check-in and out at the office and wear identifying badges for easy recognition. The assistant principal and campus supervisors work together to provide supervision and to maintain discipline on a daily basis.

School Leadership

Principal Stacey Brown moved to Glen Edwards M. S. from the other district middle school in the fall of 2013. Assistant Principal Josh O'Geen began his fourth year at Glen Edwards bringing 22 years of teaching and leadership experience to GEMS.

GEMS' School Site Council (SSC) is involved with school governance and budget decisions. The Council consists of twelve members including 6 GEMS certificated and classified staff (including the principal), three parent volunteers or members from the community and three students. All parents of Glen Edwards students are invited participates and attend meetings, held on the third Tuesday of each month at 4:30 p.m. in the school library. The purpose of the SSC is to assist the school in matters pertaining to the Glen Edwards Middle School educational program by inquiring, informing, suggesting, recommending, and evaluating areas for school improvement.

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).

Informal surveys are done with the staff through Goggle Docs. Parents surveys are done within the Association of Parents, Teachers and Students.

Classroom Observations

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

Formal classroom observations are conducted annually utilizing the district Certificated Evaluation Process. Informal "drop in" observations are done daily during the school year by both the Principal and Assistant Principal.

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

Standards, Assessment, and Accountability

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

Each fall Glen Edwards' testing results are analyzed by administration and faculty to determine areas of needed growth. Data from CAASPP, SBAC Math and ELA, are analyzed to modify instruction for student achievement. Daily and weekly formative assessments provide further feedback to teachers to modify instruction, re-teach and intervention support to improve student achievement.

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

The staff meets every Monday in professional learning communities to review data from assessments. The results are used to effect curriculum and interventions.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All but one staff are highly qualified in their credentialed area. The one staff member not highly qualified is working to complete his math authorization.

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

The staff are in appropriately credentialed subjects and receive professional development in classroom management and curriculum.

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

Every Monday is an early-release day. During this collaboration time, administration and staff work in professional learning communities in content areas and grade levels meetings planning curriculum pacing guides, mapping key standards, developing smart goals, common assessments, data collection and student identification for intervention programs. Additional time will be set-aside for sharing data on student performance, evaluating current and best practices and determining improvements if needed to curriculum and instruction. Our primary focus for the school year is on student learning. Determining what students need to know, timely assessments, intervening when students experience difficulty in learning, and developing a systematic process where teachers work together to analyze and improve their classroom practices.

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

The District has Teachers on Special Assignment that provide assistants to Title 1 schools specifically.

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

The staff meets weekly in professional learning communities by grade level and curricular area. Teachers also participate in vertical articulation with other district schools.

Teaching and Learning

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

All State of California approved curriculum, textbooks, and support materials in language arts, mathematics, social science, and science classes are aligned to state standards.

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

We exceed instructional minutes in both L/A and math.

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

All curricular areas are aligned with a pacing guide and master schedule is designed with intervention courses imbedded.

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

Grade-level state adopted instructional materials are available to all students. Additionally, alternative/intervention standards-based curriculum is available to RSP (Resource Specialist Program), SDC (Special Day Class), EL (English Learner) and intensive intervention students.

12. 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 materials are state approved and meet adoption criteria.

Opportunity and Equal Educational Access

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

At Glen Edwards Middle School, there are four groups of under performing students, when compared to the overall school's academic performance: Hispanic/Latino, English Language Learners, Socio-Economically Disadvantaged students, and Students with Disabilities. The following classes are available to support students: English Language Arts and math Intervention, English Language Development classes, after school tutoring, resource classes, and special day classes.

14. Research-based educational practices to raise student achievement

Professional Learning Communities review data to adjust instruction and curriculum and set goals.

Parental Involvement

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

The Panther Pride After-School Tutoring program is available to struggling students. The Title I Intervention classes are available to struggling students. The Lighthouse Counseling Center in Lincoln is available for individual and family counseling to support students' success. Adult Education English Learner programs are also available through the school district.

16. 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)

- * ELAC
- * School Site Council

Funding

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

An additional math teacher is funded with Title 1 funds to support struggling students. Additionally, teachers are provided release time for instructional planning.

18. Fiscal support (EPC)

Fiscal support includes, but is not limited to, Title I, supplemental, and general fund dollars.

IV. Description of Barriers and Related School Goals

There are many barriers that traditionally impair student success.

Unstable family environment in which education is not one of the highest priorities.

Language barriers.

Poor student motivation.

Poor attendance.

Need for improved communication between parents and school.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	301	320	298	314	297	312	99.0	98.1
Grade 7	258	302	253	297	253	297	98.1	98.3
Grade 8	235	255	232	249	231	249	98.7	97.6
All Grades	794	877	783	860	781	858	98.6	98.1

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2512.2	2511.8	10	13	30	31	31	29	29	28
Grade 7	2531.4	2557.8	12	18	30	36	26	28	32	19
Grade 8	2567.4	2570.5	13	15	37	38	33	28	17	18
All Grades	N/A	N/A	11	15	32	35	30	28	26	22

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	15	11	46	55	39	35
Grade 7	16	23	43	49	41	28
Grade 8	24	24	52	49	24	27
All Grades	18	19	47	51	35	30

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	18	19	50	44	32	37
Grade 7	24	31	45	50	30	19
Grade 8	19	27	60	53	22	20
All Grades	20	25	51	49	28	26

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	12	16	71	71	16	13
Grade 7	13	20	65	66	22	14
Grade 8	14	16	71	70	16	14
All Grades	13	18	69	69	18	14

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	22	28	60	55	19	17
Grade 7	21	30	55	53	24	17
Grade 8	23	27	60	56	18	17
All Grades	22	28	58	55	20	17

Conclusions based on this data:

1. In the 6th grade, 44% of the students Met achievement standards. The 29% of the students that Nearly Met, and the 28% that did Not Meet achievement standards are the target students for intervention, support and monitoring.
2. In the 7th grade, 54% of the students Met achievement standards. The 28% of the students that Nearly Met, and the 19% that did Not Meet achievement standards are the target students for intervention, support and monitoring.
3. In the 8th grade, 53% of the students Met achievement standards. The 28% of the students that Nearly Met, and the 18% that did Not Meet achievement standards area the target students for intervention, support and monitoring.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	301	320	300	313	298	313	99.7	97.8
Grade 7	258	302	255	299	255	297	98.8	99
Grade 8	235	255	234	253	231	253	99.6	99.2
All Grades	794	877	789	865	784	863	99.4	98.6

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2504.5	2514.0	10	17	21	15	32	37	36	31
Grade 7	2526.7	2539.3	15	11	20	27	32	39	33	22
Grade 8	2542.3	2554.2	12	19	20	21	35	27	33	33
All Grades	N/A	N/A	12	15	20	21	33	35	34	29

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	14	20	35	36	51	44	
Grade 7	19	18	33	48	47	33	
Grade 8	17	24	45	34	38	42	
All Grades	17	21	37	40	46	40	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	12	18	50	46	38	37
Grade 7	20	17	60	52	19	31
Grade 8	16	24	57	48	27	28
All Grades	16	19	55	48	28	32

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	13	14	60	54	28	33
Grade 7	18	16	68	64	14	20
Grade 8	10	19	60	61	30	20
All Grades	14	16	63	59	24	24

Conclusions based on this data:

1. In the 6th grade, 32% of the students Met achievement standards. The 37% that Nearly Met, and the 31% that did Not Meet standards are the target group for intervention, support and monitoring.
2. In the 7th grade, 38% of the students Met achievement standards. The 39% that Nearly Met, and the 22% that did Not Meet standards are the target group for intervention, support and monitoring.
3. In the 8th grade, 40% of the students Met achievement standards. The 27% that Nearly Met, and the 33% that did Not Meet standards are the target group for intervention, support and monitoring.

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6	10	3	8	42	19	29	35	59	39	10	19	15	3		8
7	23	14	11	52	31	43	16	41	36	6	7	11	3	7	
8	9	7	19	47	54	41	31	25	33	9	11	7	3	4	
Total	14	8	11	47	34	35	28	43	37	9	12	12	3	3	4

Conclusions based on this data by levels:

1. Students are moving from Intermediate to Early Advanced in high numbers from 6th to 8th grade.

V. School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	94	89	114
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	94	89	114
Number Met	61	40	60
Percent Met	64.9%	44.9%	52.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6	92	11	83	15	103
Number Met	--	50	3	32	6	44
Percent Met	--	54.3%	27.3%	38.6%	40.0%	42.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	--

Conclusions based on this data by AMAO level:

1. Students in the same cohort for 5 or more years are not making sufficient achievement progress.

VI. Planned Improvements in Student Performance

Student Achievement

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 (API) and adequate yearly progress growth (AYP) 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:

LCAP GOAL:
All students will meet or exceed grade level standards in core academic areas.
LEA GOAL:
1 & 2
Data Used to Form this Goal:
SBAC and Summative common assessments.
Identified Needs (findings from the analysis of data):
A large percentage of students in our sub-groups performed below acceptable achievement levels on the SBAC.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none"> 1. The percentage of all students (and significant subgroups) meeting or exceeding standard, as measured by SBAC, in English language arts and mathematics (grades 6-8) will increase 10% annually until 100% is obtained. 2. Common district benchmark assessments (2-4 per year) will be developed and implemented for English language arts and mathematics (grades 6-8) and baseline data established. 3. The percentage of all students (and significant subgroups) meeting or exceeding standard ("C" or better in grades 6-8), as measured on semester (grades 6-8) report card grades, in all core areas will increase 10% annually until 100% is obtained. 4. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s).
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Interventions</p> <p>Students identified as needing additional support in ELA and/or mathematics will be assigned to an additional period of ELA/math support where they will receive targeted interventions to ensure their access and success in their core ELA/math class.</p> <p>Math and ELA tutors are available after school on Tues., Wed. and Thurs. from 2:45-3:45. It's offered as either a drop-in or teacher/parent assigned.</p> <p>Students identified as needing additional support in reading will be provide access to a reading intervention program designed to improve fluency and comprehension.</p> <p>10% carry over for Title 1 funds due to anticipated increase in labor cost for Title 1 funded staff.</p> <p>Increase summer AVID Excel program. Possibly begin a Summer Bridge program for 8th grade transition students.</p>	2016-2017	Administration, teachers.	Intervention Teacher for math support	1000-1999: Certificated Personnel Salaries	Title I	98,422
			ELA and math tutoring after school	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	10,000
			ELA and math tutoring after school	1000-1999: Certificated Personnel Salaries	Title I	5,754
			Annual subscription for Read Naturally	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	600
			Carry over Title 1 balance to 2017-18.	None Specified	Title I	11,500
			Summer programs for EL's and promoting 8th graders.	1000-1999: Certificated Personnel Salaries	Title I	15,384
	2016-2017	Administration				
	Summer 2017	Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development & Collaboration</p> <p>GEMS teachers will articulate with district TOSA's and attend district workshops to align curriculum and create district common assessments.</p> <p>Teachers meet weekly in PLC's to collaborate, analyze data and make adjustments to instruction and curriculum.</p> <p>History teachers will attend the Ca. History Work Shop at U.C.L.A.</p> <p>Implementation equipment for Project Lead the Way science teachers.</p> <p>Administration will attend the Ca. League of Middle School, Norther California Conference. Specific College to Careers curriculum and programs will be acquired.</p> <p>Substitute teachers for various teacher PD provided through the Placer County Office of Education, Sacramento County Office of Education, and CSTEM training through U.C Davis.</p> <p>Science teachers attend summer Project Lead the Way certification classes.</p>	2016-2017	District admin, site admin, and teachers.	<p>Core academic teacher workshops.</p> <p>Teacher PLC's.</p> <p>History teacher PD.</p> <p>Science teacher PD.</p> <p>Administration PD</p> <p>Conferences, workshops and teacher certifications.</p> <p>Substitute teachers</p> <p>Summer PLTW training for teachers</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF-Supplemental (Site Fund)</p> <p>None Specified</p> <p>Title I - Professional Development</p> <p>Title I - Professional Development</p> <p>Title I - Professional Development</p> <p>Title I - Professional Development</p> <p>Title I - Professional Development</p> <p>Title I - Professional Development</p> <p>LCFF-Supplemental (Site Fund)</p>	<p>1,000</p> <p>1,500</p> <p>2,000</p> <p>700</p> <p>3,335</p> <p>1,500</p> <p>1,946</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Progress Monitoring</p> <p>English teachers will be given release time to grade process papers and calibrate such grading. This information will be used to inform instruction and to provide timely and meaningful feedback to students.</p>	2016-2017	Admin. and teachers	Release time for English teachers	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	4,000
<p>Core Curriculum & Resources</p> <p>Increase library selections for both grade level and under performing students. Enhance the number of non-fiction books to align with Common Core.</p> <p>Lead Curriculum teachers facilitate analyzing data, aligning curriculum, monitoring pacing guides and leading articulation meetings.</p> <p>Scholastic magazines are used in History, Science, L/A. and intervention classes. They are grade level interest and Common Core based.</p> <p>Copying and printing cost specific to our intervention programs in Language Arts and math.</p> <p>Bus transportation 2 times a day for 4 days to support the 6th grade science camp.</p>	2015-2016	Administration, teachers and Librarian	<p>Library book additions</p> <p>4 Lead Teachers stipends.</p> <p>Supplemental reading in core classes.</p> <p>Copy cost.</p> <p>Transportation cost</p> <p>PLTW and STEM materials, supplies, equipment.</p> <p>PLTW and STEM materials, supplies, equipment.</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Supplemental (Site Fund)</p> <p>Title I</p> <p>LCFF-Supplemental (Site Fund)</p>	<p>1,500</p> <p>5,800</p> <p>1,800</p> <p>3,000</p> <p>1,200</p> <p>10,000</p> <p>10,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental supplies, materials, and equipment to support Project Lead the Way and other STEM related curriculum will be provided to enhance the core teaching of math and science.						

VI. Planned Improvements in Student Performance

English Language Acquisition

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 (API) and adequate yearly progress growth (AYP) 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:

LCAP GOAL:
All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.
LEA GOAL:
2
Data Used to Form this Goal:
SBAC, CELDT and Semester Summative Assessments.
Identified Needs (findings from the analysis of data):
Improve English Learners achievement levels as measured on the SBAC. Improve proficiency levels as measured by CELDT.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The percentage of English learners progressing at least one language proficiency level, as measured by CELDT, will increase 15% annually until 100% is obtained.2. The percentage of English learners reclassified as fluent English proficient in 2016-2017 will meet or exceed 10%.3. 100% of the students reclassified as fluent English proficient in 2014-2015 and 2015-2016 will earn a "C" or better in all core area classes in 2016-2017.4. All English learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Interventions</p> <p>District funded ELD teacher provides designated instruction and support to our English Learners.</p> <p>District funded Teacher on Special Assignment for ELD staff support.</p> <p>Addition of supplemental supplies and curriculum for the ELD program such as dictionaries, technology and reading material.</p> <p>District funded Parent Liaison supports school culture and parent support.</p>	2016-2017	Administration,staff	<p>Designated ELD instruction.</p> <p>Gen. Ed. teachers receive ELD strategies from TOSA.</p> <p>materials and supplies</p> <p>Add staff to support our ELD parents.</p>	4000-4999: Books And Supplies	Title I	2,000
<p>Professional Development & Collaboration</p> <p>Teachers and administration attend the Ca. Title 1 Conference. Workshops are designed to support Title 1 compliance, instruction, and programs. Staff apply strategies to further enhance the curriculum and instruction of our EL students.</p> <p>Teachers, administration and our Parent Liaison attend the Ca. Association of Bilingual Educators Conference. Workshops are researched based programs that are designed to enhance our EL curriculum and instruction.</p>	2016-2017	Administration and teachers	<p>Title 1 Conference.</p> <p>Bilingual Ed. Conference</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I - Professional Development</p> <p>Title I - Professional Development</p>	<p>3,000</p> <p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provides access to core academic classes.						

VI. Planned Improvements in Student Performance

College & Career Readiness

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 (API) and adequate yearly progress growth (AYP) 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:

LCAP GOAL:
All students will graduate from high school college and career ready
LEA GOAL:
5
Data Used to Form this Goal:
SBAC
Identified Needs (findings from the analysis of data):
Students need to be at grade level.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The district's cohort graduation rate will increase 2% annually until 100% is obtained.2. The percentage of all graduates meeting A-G requirements will increase by 3% annually until 100% of all graduates meet A-G requirements.3. The percentage of all AP students scoring a 3 or better on AP exams (in all AP courses) will increase by 5% annually until 100% of all students (and significant subgroups) are scoring 3 or better on AP exams (in all AP courses).4. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one AP (or college equivalent) course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one AP (or college equivalent) course.5. The percentage of all (unduplicated) high school students who receive a "C" or better in at least one capstone CTE course will increase by 5% annually until 100% of all (unduplicated) high school students receive a "C" or better in at least one capstone CTE course.6. The percentage of all students in grade 11 who are deemed college ready, as determined by EAP, in ELA and math will increase by 5% annually until 100% of all students in grade 11 are deemed college ready in ELA and math.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>College Readiness</p> <p>As a byproduct of our Youth Development Institute training last summer, College to Career Readiness was identified as an area to expand at GEMS. History teachers will administer our College to Career program in their classrooms.</p> <p>AVID conducts field trips to local colleges and invites guest speakers to present various careers.</p>	2016-2017	<p>Counselor, History and AVID teachers</p> <p>AVID teachers</p>	<p>Develop a College to Career Readiness program.</p> <p>Promote/motivate students interest in careers.</p>	1000-1999: Certificated Personnel Salaries	Title I	2,500

VI. Planned Improvements in Student Performance

Culture & Climate

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 (API) and adequate yearly progress growth (AYP) 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:

LCAP GOAL:
All students will be safe and actively engaged at school.
LEA GOAL:
4
Data Used to Form this Goal:
Site developed Parent/Student Survey. State required "Healthy Kids Survey".
Identified Needs (findings from the analysis of data):
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. The district's (and individual schools') average daily attendance will increase by 0.2% annually until average daily attendance reaches 98% for the district and all school sites.2. The district's truancy rate will decrease by 0.1% annually until 2% is obtained.3. Total suspensions will decrease by 5 annually until total suspensions are less than 85.4. Total expulsions will decrease by 1 annually until total expulsions are 0.5. Data regarding students' hope, engagement and well-being, as measured by Gallup Student Poll, will be gathered.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Youth Development</p> <p>Youth Development Institute (YDI) training was initiated this summer. Staff and students were trained in developing a positive school, staff, and student climate. Development of a College to Career program, and a focus on students at risk were two areas chosen to concentrate on.</p> <p>Teachers and staff attend the Northern Ca. Activities Director Conference. Teaches Student Body funding compliance, improves school culture through activities and programs designed by students for students.</p> <p>Various student celebrations including Honors, attendance, academic improvement, and positive behavior are recognized. Free dances, ice cream parties and lunches are given to students to celebrate their achievements,</p>	2016-2017	Administration, teacher, and APTS.	<p>YDI training</p> <p>Membership and conference</p> <p>Students celebrations</p>	<p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>None Specified</p>	<p>LCFF-Supplemental (District Fund)</p> <p>LCFF-Supplemental (Site Fund)</p> <p>LCFF-Supplemental (Site Fund)</p>	<p>1,600</p> <p>500</p>
<p>Technology</p> <p>IPads will be purchased for PE teachers to record student performance.</p> <p>School Safety is enhanced with the</p>	2016-2017	Administration and PE teachers.	<p>Purchase iPads for the PE department.</p> <p>Additional cameras.</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>None Specified</p> <p>None Specified</p>	<p>2,300</p> <p>5,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
addition of surveillance cameras.						

VI. Planned Improvements in Student Performance

Learning Environment

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 (API) and adequate yearly progress growth (AYP) 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:

LCAP GOAL:
All students will receive instruction in up-to-date and well-maintained environments.
LEA GOAL:
4
Data Used to Form this Goal:
Identified Needs (findings from the analysis of data):
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
<ol style="list-style-type: none">1. All students will have access to standards-aligned instructional materials.2. GEMS facilities will receive adequate (in good repair) rating, as measured by FIT.3. A district standard for technology in schools and classrooms will be developed.4. A plan for implementing the district standard for technology to ensure all schools and classrooms meet such standard will be developed.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology</p> <p>Three additional Chromebook cart allows all students access to core curriculum and supports. With 6 or more academic teachers in each subject area and grade level, 6 carts do not allow for timely common assessments and data analysis. In addition, curriculum pacing guides become difficult to follow. ELD and under performing students need additional time for on -line assignments if they don't have access at home.</p>	2016-2017	Administration	Chromebook carts	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	39,000
				Chromebook repair/replacement	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)
Set aside funds for a Chromebook maintenance program.	2016-2017	Administration				

VI. Planned Improvements in Student Performance

Parent Involvement

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 (API) and adequate yearly progress growth (AYP) 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:

LCAP GOAL:
All parents will be actively engaged in their child's learning and school community
LEA GOAL:
1, 2 & 5
Data Used to Form this Goal:
Parent/student Survey. Percentage of parents utilizing Schoology.
Identified Needs (findings from the analysis of data):
Increase the percentage of parents using Schoology.
Expected Annual Measureable Objectives (how the school will measure progress toward this goal):
1. A comprehensive district parent involvement plan, aligned with Epstein's Framework for 6 Types of Parent Involvement, will be developed. 2. A system for collecting data regarding parent involvement will be developed for each of the 6 types of parent involvement. 3. Data for parent usage of Schoology and JupiterEd will be collected.
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Community Involvement</p> <p>Continue promoting and supporting the use of Schoology by parents to monitor their students achievement and communicate with the staff.</p> <p>Increase parental involvement by providing computers, printer and work space in the office for those families that don't have access at home.</p> <p>Student Agendas provide the parent and student with an organizer including school policies and procedures.</p> <p>Postage for Report Cards, celebrations, SARB, and at risk notifications are all efforts to inform and communicate with parents.</p> <p>Funds as yet to be determined by the SSC. As meetings are held during the year, the SSC will seek parental input for recommendations to involve parents and the community.</p>	2016-2017	Administration, staff, parents and students. Administration	District/site communication program	None Specified	LCFF-Supplemental (District Fund)	
			Computer and printer	4000-4999: Books And Supplies	Title I - Parent Involvement	3,064
			Student agendas.	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	3,800
			Mailings to promote parent involvement.	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	1,300
			SSC Parent Involvement plans.	4000-4999: Books And Supplies	Title I - Parent Involvement	1,000
Two-way Communication	2016-2017	ELD teacher, Administration, Parent Liaison.	Marketing material	4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	500
Sponsor and host a community building event for the Hispanic			Site presentation	4000-4999: Books And Supplies	LCFF-Base (Site Fund)	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>community. Invite our Hispanic families to a fun educational evening promoting the importance of school and attendance.</p> <p>District funded Parent Liaison to increasing communication and dialogue.</p> <p>GEMS counselor and administration will host an evening "Topic of Interest for Parents and Students", (TIPS). Examples of topics are, College to Career Readiness, promotion requirements and high school expectations.</p> <p>Interpreters will be provided for parent conferences and important school publications translated to help bridge any communication challenges.</p>		District	Site interpreter and liaison with community			
			Interpreter and translation fees.	2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	2,000
			Interpreter and translation fees.	2000-2999: Classified Personnel Salaries	LCFF-Base (Site Fund)	1,000
		Administration				
		Administration				

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-Supplemental (Site Fund)	\$99,546	0.00
Title I	\$145,560	0.00
Title I - Parent Involvement	\$4,064	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-Base (Site Fund)	1,300.00
LCFF-Supplemental (Site Fund)	99,546.00
None Specified	7,300.00
Title I	145,560.00
Title I - Parent Involvement	4,064.00
Title I - Professional Development	13,035.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A: English Language Arts	190,941.00
Goal 1B: Mathematics	6,000.00
Goal 2: Disproportionality	2,500.00
Goal 3: English Language Development	9,400.00
Goal 4: Physical Fitness/Health & Wellness	49,000.00
Goal 5: School Climate	12,964.00
Goal 6: Parent Involvement	
Goal 10:	
Goal 11:	

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Students will take materials to class daily. Students will follow classroom rules and school policies. Students will dress appropriately at all times by adhering to the dress code. Students will complete all class and homework assignments. All cell phone and electronic devices will be turned off during school hours. Students will read at home 20 minutes daily.

Parents Pledge:

Gems parents/guardians will attend Back-to-School Night and Open House. They will participate in school sponsored events, or volunteer to serve on school/district committees/councils. Parents will send their children to school dressed appropriately, prepared to learn and on time with provided materials. Parents will insure that students read at least 20 minutes each night.

Staff Pledge:

Gems will provide a rigorous and challenging program that addresses the needs of all students. The staff will be positive and role model for students. The staff will involve parents and guardians in the governance of the school. GEMS staff will communicate with the parents on an ongoing basis regarding the academic progress of their children. The staff will provide activities that will enable students to participate in their education and contribute to their school and society.

X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stacey Brown	916-645-6370	2016-2017	X				
Josh O'Geen	916-645-6370	2016-2017			X		
Jessica Fernandez	916-645-6370	2016-2017		X			
Albert Medina	916-645-6370	2016-2017		X			
Travis Hunt	916-645-6370	2016-2017		X			
Jenifer Freymond	916-645-6370	2016-2017			X		
Mattie Ridgeway	916-645-6370	2016-2017					X
Courtney Handl	916-645-6370	2016-2017				X	
Elena Bessette	916-645-6370	2016-2017				X	
Jennifer VanSant	916-645-6370	2016-2017				X	
Ariana Ruiz	916-645-6370	2016-2017					X
Laila Alves	916-645-6370	2016-2017					X
Numbers of members of each category:			1	3	1	3	3

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

English Learners Staff

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 Oct. 20, 2015.

Attested:

Stacey Brown

Typed Name of School Principal

Signature of School Principal

Date

Courtney Handl

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date