School Year: **2022-23**

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
Glen Edwards Middle School	CA	October 11, 2022	November 1, 2022

Purpose and Description

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

Schoolwide Program

The purpose of this plan is to meet ALL the learning needs of our students both in and out of the classroom. We want to develop a system wide approach to help our students catch up both academically and socially after having school disrupted by the COVID-19 pandemic.

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

To meet the goals of ESSA we as a school are continuing to focus on interventions, relationships, and safety for all students. These goals are in alignment with our LCAP. We work with the funds that are granted by both the state and federal governments to meet the learning needs of our students.

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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 Google Docs. Parents surveys are done within the Association of Parents, Teachers and Students. We also survey our students to see how they are feeling about the school and improvements that we may make in order to meet their needs. The surveys indicate that they want to be informed about current trends such as vaping, anti bullying, and how to help their children navigate social media. Teachers indicate that they want to work on developing a positive school culture as well as transparent communication. They also want to work to close the achievement gap that has been brought on by the pandemic. Students want to see more student-led activities on campus.

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 walkthroughs observations are done daily during the school year by both the Principal and Assistant Principal. The informal walkthroughs focus on the goals that were introduced to the staff at the beginning of the year. This year the main focus areas for classroom walkthrough are engagement strategies such as "checks for understanding" and establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.

The administration will focus on increasing student participation and engagement in the classroom. Students will have to re-learn these skills after being out of normal school routines due to the pandemic.

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)

We currently utilize various summative assessments such as iReady (Math & ELA) , SBAC (Math, ELA, 8th Grade Science), ELPAC (language acquisition assessment), and classroom assessments to understand and monitor student academic achievement. iReady and SBAC results are partnered to identify students who may need an intervention course in math and language arts. iReady is also used to guide curriculum in order to support students to meet state standards by use of a fall and spring diagnostic. ELPAC assessment is administered to monitor our ELD (English language development) population language actuation in order to offer students the appropriate supports. Lastly, classroom formative and summative assessments shape the way in which teachers deliver and modify instruction as needed.

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. i-Ready diagnostic exams are taken every eleven weeks and that data is used to inform intervention and enrichment placements.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified in their credentialed area.

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

The staff are all appropriately credentialed in their respective subjects and receive professional development in a variety of areas, including classroom management and curriculum.

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

Every Monday is an early release day where teachers and administration engage in Professional Learning Communities around student data.

This is the second year with our Learning Center on campus. We have a credentialed teacher is who in charge of the center. She is providing "Tier Two" interventions to the students throughout the school day. A majority of our staff training is centered on her sharing the data that is collected through the center's work so we can identify patterns and academic needs for our students. 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 in the classroom is on checking for understanding. We believe that this will help guide our instruction to meet the rigorous academic standards that we are asking our students to progress in.

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

The District has Education Specialists that provide assistance. New teachers also have access to Placer County's induction program. WPUSD and Placer County offer various professional development opportunities to support teachers and staff.

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 and horizontal articulation with other district schools.

Teaching and Learning

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. Math is currently going through an adoption cycle and will have new state-approved curriculum to meet the needs of the students. Science adopted a new curriculum this year, Green Ninja, which better aligns with the NGSS standards.

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

Our current schedule exceeds the minutes that are required by the state.

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 the master schedule is designed with intervention courses embedded.

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

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

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. Math is currently going through the adoption cycle and will have newer, state-approved NGSS materials approved by the end of the year.

Opportunity and Equal Educational Access

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

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

We also offer a study hall in the library four days a week for an hour and a half to help students with their assignments. There is a classified staff member who monitors the students and helps assist them with their work. There are also Lincoln High School peer tutors that help the students with their work.

The Learning Center is also available to help students during school hours. This center is staffed with a Credentialed Teacher, Alie, Lincoln High School Tutors, and volunteers from the community.

Glen Edwards implements MTSS supports in order to regularly monitor student behavioral and academic interventions. These supports allow students to exit from Tier II interventions back to Tier I interventions, or if no progress is made to move from Tier II to Tier III interventions (i.e. special education assessment).

Evidence-based educational practices to raise student achievement

Professional Learning Communities review data to adjust instruction and curriculum and set goals. We have developed scoreboards to identify key standards and student progress on those standards. The scoreboards help drive reteach or enrichment opportunities. It also incorporates reassessments, checks for understanding and post assessments.

Parental Engagement

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. 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. This year, Light House is also partnering with us to offer on-site group counseling which will focus on Teaching Pro-Social Skills (TPS). TPS is a ten-week – two times per week – curriculum facilitated by Light House counselors. TPS helps children and adolescents improve their social skills, cope more effectively with anger management, and promote moral reasoning. We are slated to offer Wellness Together for students who may need additional mental health support that the school counselor is not able to accommodate. Wellness support is anticipated to start in Spring 2023. New this year is our on-site Wellness Center Program staffed and funded by Placer County. This center will be staffed with a Mental Health Specialist (MHS) and a Family Youth Community Liason (FYCL) to support our students and families alike. Granite Wellness provides The Student Assistance Program (SAP) which is an 8-week on-campus substance abuse prevention and early intervention program that establishes specific goals around the prevention and education of substance use among students. This program is provided by Granite Wellness Centers (GWC), a local nonprofit organization, using qualified, credentialed staff and an evidence-based curriculum. The SAP curriculum is centered on Cognitive Behavioral Therapy (CBT) and Motivational Interviewing theories that explores many of the challenges that students face in their daily lives. The goals of SAP are to promote resiliency and empower teens with substance use education to help them lead healthy and productive lives. Their primary outcome is that GEMS students participating in the program will demonstrate reduced use of substances, improved mental health, and be able to stay in school. Adult Education English Learner programs, high school diploma, and GED programs are available through the school district. We have after school study hall for any students who need support. The Learning Center is also available to help students during school hours. This center is staffed with a credentialed teacher, aide, and volunteers from the community.

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
* School Site Leadership Team

Funding

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

As math is our greatest area of weakness, an additional math teacher is funded with Title 1 funds to support struggling students. Additionally, teachers are provided release and planning time as well as professional development days to support instructional planning. We have also created to Learning Center to support those students who are impacted by the pandemic and are currently not in any other programs to help support them during the school day.

Fiscal support (EPC)

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

Educational Partner 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

School Site Council meets on the third Thursday of most months. There were two meetings held to develop the plan and get involvement. The first meeting was on October 11th to talk about ideas for expenditures for the year. At that meeting suggestions and input were gathered to develop the site plan. The team agreed on moving forward with the plan. At the meeting, there were no concerns but we did talk about what issues they would like to address for the remainder of the year. There was a second meeting on November 3rd where the plan was developed and the members could give their feedback or concerns. The Site Plan is also presented and the ELAC meeting each year. Last year we had to hold the meetings virtually due to the COVID-19 safety protocols put in place by Placer County. The virtual meetings increased participation in ELAC and help us gather even more parent feedback. This year, we have decided to hold a mix of virtual and in-person meetings, and are hoping to carry over our increased attendance.

Resource Inequities

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

None at this time. We have a beautiful campus that was just fully remodeled.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.92%	0.7%	0.87%	8	6	7
African American	1.96%	2.1%	1.61%	17	17	13
Asian	1.61%	1.9%	2.11%	14	16	17
Filipino	2.07%	2.8%	1.99%	18	23	16
Hispanic/Latino	40.85%	43.9%	43.55%	355	363	351
Pacific Islander	0.81%	0.6%	0.62%	7	5	5
White	49.25%	45.0%	46.28%	428	372	373
Multiple/No Response	1.84%	2.1%	2.85%	16	17	23
			Total Enrollment	869	827	806

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	270	264	285
Grade 7	287	273	245
Grade 8	312	290	276
Total Enrollment	869	827	806

Student Enrollment by Grade Level

Conclusions based on this data:

1. There was a slight decrease in enrollment in the 2020-2021 school year.

2. The student demographic breakdown (by ethnicity) has remained consistent over the last three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	114	117	117	13.1%	14.10%	14.5%
Fluent English Proficient (FEP)	127	116	113	14.6%	14.00%	14.0%
Reclassified Fluent English Proficient (RFEP)	11	16		9.5%	1.90%	

Conclusions based on this data:

1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	276	263	282	274	252	276	274	252	275	99.3	95.8	97.9
Grade 7	310	270	241	305	258	235	304	258	235	98.4	95.6	97.5
Grade 8	280	292	271	278	273	262	278	273	261	99.3	93.5	96.7
All Grades	866	825	794	857	783	773	856	783	771	99	94.9	97.4

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2524.	2504.	2521.	16.06	12.70	14.91	33.21	23.81	33.09	26.64	31.35	28.36	24.09	32.14	23.64
Grade 7	2560.	2551.	2528.	18.09	13.95	11.91	35.53	40.70	29.79	29.28	27.13	26.38	17.11	18.22	31.91
Grade 8	2566.	2562.	2579.	11.15	16.85	19.16	43.17	30.77	37.55	25.18	28.21	26.44	20.50	24.18	16.86
All Grades	N/A	N/A	N/A	15.19	14.56	15.43	37.27	31.80	33.59	27.10	28.86	27.11	20.44	24.78	23.87

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	25.64	13.55	22.18	43.22	60.56	58.18	31.14	25.90	19.64
Grade 7	23.68	13.18	11.91	51.64	69.77	65.11	24.67	17.05	22.98
Grade 8	22.30	23.08	24.52	54.32	49.82	57.85	23.38	27.11	17.62
All Grades	23.86	16.75	19.84	49.82	59.85	60.18	26.32	23.40	19.97

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	15.02	11.55	11.31	57.51	49.80	58.39	27.47	38.65	30.29
Grade 7	25.91	22.96	15.32	57.14	54.09	53.62	16.94	22.96	31.06
Grade 8	23.38	20.88	20.00	60.07	55.31	60.00	16.55	23.81	20.00
All Grades	21.60	18.57	15.47	58.22	53.14	57.48	20.19	28.30	27.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	17.95	13.94	13.82	65.20	75.30	74.55	16.85	10.76	11.64
Grade 7	17.43	10.85	13.62	67.43	77.91	75.74	15.13	11.24	10.64
Grade 8	11.51	14.29	19.54	72.66	73.99	70.88	15.83	11.72	9.58
All Grades	15.67	13.04	15.69	68.42	75.70	73.67	15.91	11.25	10.64

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	23.81	16.73	17.82	54.58	66.53	69.09	21.61	16.73	13.09
Grade 7	27.63	22.09	15.74	57.89	66.67	63.40	14.47	11.24	20.85
Grade 8	22.38	21.25	23.37	56.32	64.84	67.05	21.30	13.92	9.58
All Grades	24.71	20.08	19.07	56.32	65.98	66.67	18.97	13.94	14.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	277	263	282	265	252	271	264	252	270	95.7	95.8	96.1
Grade 7	310	270	241	304	263	236	303	263	236	98.1	97.4	97.9
Grade 8	280	292	271	274	277	259	274	277	259	97.9	94.9	95.6
All Grades	867	825	794	843	792	766	841	792	765	97.2	96.0	96.5

Overall Participation for All Students

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

2019-20 Data:
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Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2523.	2484.	2519.	14.39	7.54	15.19	27.65	12.30	21.48	29.92	39.68	35.56	28.03	40.48	27.78
Grade 7	2559.	2527.	2492.	23.43	11.79	8.47	30.36	26.24	13.98	23.10	31.18	30.51	23.10	30.80	47.03
Grade 8	2556.	2519.	2532.	20.07	12.27	16.99	17.88	15.52	13.13	31.39	28.88	26.25	30.66	43.32	43.63
All Grades	N/A	N/A	N/A	19.50	10.61	13.73	25.45	18.06	16.34	27.94	33.08	30.85	27.11	38.26	39.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	23.85	7.54	14.07	39.62	50.00	59.63	36.54	42.46	26.30
Grade 7	34.78	13.69	10.17	36.45	58.56	42.80	28.76	27.76	47.03
Grade 8	24.09	9.03	16.22	38.32	51.26	49.42	37.59	39.71	34.36
All Grades	27.85	10.10	13.59	38.06	53.28	50.98	34.09	36.62	35.42

2019-20 Data:
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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	12.88	7.14	12.59	54.55	51.19	57.04	32.58	41.67	30.37
Grade 7	27.72	11.79	6.78	50.17	62.36	54.66	22.11	25.86	38.56
Grade 8	22.63	12.64	13.90	46.35	55.60	56.37	31.02	31.77	29.73
All Grades	21.40	10.61	11.24	50.30	56.44	56.08	28.30	32.95	32.68

2019-20 Data:
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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	17.05	5.95	13.33	53.41	69.44	68.89	29.55	24.60	17.78
Grade 7	23.26	12.17	8.90	56.81	70.72	61.44	19.93	17.11	29.66
Grade 8	21.90	9.39	11.58	54.38	72.20	61.39	23.72	18.41	27.03
All Grades	20.86	9.22	11.37	54.95	70.83	64.05	24.20	19.95	24.58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1535.3	1535.8		1535.6	1545.4		1534.5	1525.7		35	38	
7	1532.0	1548.1		1521.5	1549.5		1541.9	1546.0		37	34	
8	1567.1	1544.1		1567.3	1537.4		1566.5	1550.3		27	34	
All Grades										99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	22.86	15.79		42.86	60.53		20.00	21.05		14.29	2.63		35	38	
7	16.22	26.47		51.35	41.18		24.32	23.53		8.11	8.82		37	34	
8	29.63	26.47		37.04	32.35		29.63	20.59		3.70	20.59		27	34	
All Grades	22.22	22.64		44.44	45.28		24.24	21.70		9.09	10.38		99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	40.00	52.63		40.00	39.47		5.71	5.26		14.29	2.63		35	38	
7	24.32	44.12		59.46	35.29		10.81	14.71		5.41	5.88		37	34	
8	48.15	29.41		29.63	41.18		18.52	14.71		3.70	14.71		27	34	
All Grades	36.36	42.45		44.44	38.68		11.11	11.32		8.08	7.55		99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.57	2.63		25.71	18.42		45.71	57.89		20.00	21.05		35	38	
7	13.51	14.71		21.62	26.47		43.24	38.24		21.62	20.59		37	34	
8	18.52	17.65		29.63	26.47		33.33	29.41		18.52	26.47		27	34	
All Grades	13.13	11.32		25.25	23.58		41.41	42.45		20.20	22.64		99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	28.57	21.05		65.71	71.05		5.71	7.89		35	38	
7	10.81	11.76		70.27	70.59		18.92	17.65		37	34	
8	22.22	14.71		59.26	61.76		18.52	23.53		27	34	
All Grades	20.20	16.04		65.66	67.92		14.14	16.04		99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	54.29	78.95		28.57	18.42		17.14	2.63		35	38	
7	43.24	76.47		51.35	20.59		5.41	2.94		37	34	
8	55.56	67.65		40.74	23.53		3.70	8.82		27	34	
All Grades	50.51	74.53		40.40	20.75		9.09	4.72		99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.57	5.26		40.00	42.11		51.43	52.63		35	38	
7	8.11	14.71		56.76	41.18		35.14	44.12		37	34	
8	25.93	26.47		37.04	23.53		37.04	50.00		27	34	
All Grades	13.13	15.09		45.45	35.85		41.41	49.06		99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	31.43	2.63		65.71	94.74		2.86	2.63		35	38	
7	13.51	20.59		75.68	70.59		10.81	8.82		37	34	
8	3.70	2.94		96.30	88.24		0.00	8.82		27	34	
All Grades	17.17	8.49		77.78	84.91		5.05	6.60		99	106	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We tested 111 students on the ELPAC.

2. The majority of our students fell in the level on 2 or 3 on the overall test.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

Improve Academic Achievement in all areas

Identified Need

Increase to improve learning loss that happened during the Pandemic Year. Improve proficiency on SBAC, CASPP testing in ELA and Math. Increase CASPP scores for Science in 8th grade. Increase the number of students who get re-classified through the ELPC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady will be used for reading to determine student growth and students academic needs. This data will be used to identify which students need intensive interventions throughout the day. We will also use that data to compare how students did on last year SBAC to see how we can target instruction for the students.	69% of all students are below grade level in Language Arts on the iReady diagnostic at Glen Edwards.	By next year we will increase our level of students achieving at grade level by 6% percent school wide.
We will use iRady for Math to determine student growth and student academic needs. This data will be used to identify intervention supports needed throughout the day. We will also use that data to compare how students did on last year SBAC to see how we can target instruction for the students.	80% of students are below grade level in Math on the iReady diagnostic at Glen Edwards.	By next year we will increase or level of students achieving at grade level by at least 7% school wide.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will provide a Student Study Center where students can go throughout the day to get extra support for their academics. There will also be an after school tutoring program to support the students.	50% of our students utilize the Learning Center at Glen Edwards.	We expect at least 35% of our student population to use this setting to help them progress in their academics and receive support. We expect that all teachers will use this resource in order to help support their students academically.
We will look at the number of our EL students who are being re-classified. We will also look at ways that we can increase support to help teachers implement teaching strategies to meet the learning needs of these students.	This year we had 23% of our English Learners get reclassified.	We will have 33% reclassified next year. We also hope to have 50% of our teachers have our EL Specialists work with them individually or in their classrooms to help improve our support for EL students next year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1). Additional support for students to support them with their academics during school and after school.
2). Friday Intervention
3). Copy Supplies for students and teachers so that they can access the materials needed to meet the learning needs of the students.
4). Weekly PLC meetings so that teachers have dedicated time to talk about ways to best meet the needs of the students and analyze data.
5). Department Leads and bi-weekly Leadership meetings.
6). Meet five times a year to discuss the STRIVE class and how students are progressing.
7). Support for students after school who may not be able to get support anywhere else.
8). Supplies for student engagement and help teachers differentiate their instruction for their students.

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

Amount(s)   Source(s)

20,000	Title I 1000-1999: Certificated Personnel Salaries A credentialed teacher who is dedicated to helping students who need to be retaught concepts, need help with retakes for tests, need support on difficult concepts that the teacher may not have time to teach. This teacher will also collect data from the departments so they can track how students are progressing and see if they are seeing any patterns of students who are coming to the Learning Center on a regular basis.
112,851	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries A credentialed teacher who is dedicated to helping students who need to be retaught concepts, need help with retakes for tests, need support on difficult concepts that the teacher may not have time to teach. This teacher will also collect data from the departments so they can track how students are progressing and see if they are seeing any patterns of students who are coming to the Learning Center on a regular basis.
31,703.00	Title I 2000-2999: Classified Personnel Salaries An Aide to work in the Learning Center to support the teacher in their duties. This person would work directly with students to help support them.
6,587	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An Aide to work in the Learning Center to support the teacher in their duties. This person would work directly with students to help support them.
29,413	Expanded Learning Opportunities Program (ELOP) 2000-2999: Classified Personnel Salaries Math and ELA tutors will be available two days a week after school to help any student who needs support in Math or English. Also, we will have the library open four days a week for an hour and a half after school. There will be an adult to supervise the library and tutors from Lincoln High School to help the students.

3,000	Title I 1000-1999: Certificated Personnel Salaries Friday intervention for students who are struggling with behavior and academics. Program will explicitly teach life skills, social skills, and executive functioning skills to our at risk students. It will also certificated teacher to support students with their academics
4,282	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Nine "lead curriculum" teachers to facilitate PLC's, analyze data, align curriculum, monitor pacing, and help lead articulation meeting to help close the achievement gap with students. They will also case manage and assist in monitoring interventions that are needed for student success
2,000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Teachers meet weekly in PLC's to collaborate, analyze data and make adjustments to instructions and curriculum.
5,000	Title I 4000-4999: Books And Supplies Materials for the Riso machine to help support teacher make copes for students.
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Instructional materials to support the implementation of the TCI Curriculum for targeting instruction for students.
97,919	Title I 1000-1999: Certificated Personnel Salaries Credentialed teacher to teach our STRIVE class which helps to support students that are two grade levels or below in Math or English. This class will help support the students in their classes and also help them develop their basic skills.
	None Specified Teachers meet weekly in PLC's to collaborate, analyze data and make adjustments o instructions and curriculum. They will focus their meetings on school wide data and ways

	the help the students progress based on that data.
	None Specified Bi-weekly meetings with leadership to discuss school wide issues, develop philosophies, and school wide system to increase student achievement.
10,547	Title I 4000-4999: Books And Supplies Purchase of Promethean Boards for departments that still need them. These boards will be used to increase student engagement, give more visuals to the students, the ability to interrelate lesson in real time. Training to use these boards will be given by a representative from the district or other teachers on site for no cost.
2,500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Lab supplies for Science classes to engage students in the NGSS and Common Core Standards. These labs will supplement the core curriculum and give our struggling learners hands on activities and will allow them better access to the core curriculum. This will help to close the achievement gap. These labs allow students to have an opportunity to extend their learning that would not be possible without these funds.
12,500	Title I 1000-1999: Certificated Personnel Salaries Nine "lead curriculum" teachers to facilitate PLC's, analyze data, align curriculum, monitor pacing, and help lead articulation meeting to help close the achievement gap with students. They will also case manage and assist in monitoring interventions that are needed for student success
500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries Schoology Lead to support the teachers navigate the program.

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

Support our AVID program so they can offer all of the activities and training that is needed to keep our program in compliance.

Strategy/Activity

1). Subs to pay for AVID training and field trips
2). Financial support so our students can participate in visiting at least one college campus each year.
3). Give students opportunities outside of school to help them make educated decisions about what they would like to do with their futures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,500	Title I 5000-5999: Services And Other Operating Expenditures Set up visits to college programs to look at both four year and vocational tracks and welcome guest speakers needed to help integrate AVID Strategies into school.
2,000	Title I 2000-2999: Classified Personnel Salaries Funds to help support the AVID program to develop tutors needed to help integrate AVID Strategies into school.
1,500	Title I 4000-4999: Books And Supplies Funds to help support the AVID program with supplies needed to help integrate AVID Strategies into school.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Resources inside and outside of the Classroom to help support students learning.

Strategy/Activity

1). Allow students to have a variety of choices in the library at different reading levels to encourage our students to read.
2). Supply our teachers with interesting materials in the classroom to supplement learning.
3). Allowing teachers to observe other teachers so they can get ideas and collaborate on first best instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Title I 4000-4999: Books And Supplies Increase library selections for both grade-level and underperforming students. Enhance the number of non-fiction books to align with Common Core. Increase high interest/low reading level texts. This will help struggling readers have access to books to practice their individual reading skills.
10,000	Title I 1000-1999: Certificated Personnel Salaries Professional development for all departments. These trainings are to be approved by administration and must be connected to our site or district goals.
1,700	Title I 4000-4999: Books And Supplies Delta Math to help teachers design individualized curriculum for their students. It also allows teachers to create targeted interventions for their students.
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Headphones and mice need to be replaced on some Chrome Books.
3,566	Title I Brain POP supplemental curriculum for all subjects to target EL interventions in the classes.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Support our ELD students in and out of the classroom.

Strategy/Activity

1). Supply the EL teacher with the materials to teach a quality EL program.
2). Support our EL teacher by allowing her to attend the conference needed to progress in instruction and bring the latest teaching strategies to her classroom.
2). Allow our EL students have the same outside experiences as out AVID students by visiting colleges.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Chart paper, easel for chart paper, and markers for GLAD strategies in the classroom.
1000	Title I 4000-4999: Books And Supplies Curriculum charts to make learning visible in the classroom: maps, science anchors, etc.
500	Title I 4000-4999: Books And Supplies sentence strips,large pocket sentence chart large pocket sentence chart stand/easel, mini pocket charts
2000	Title I 5000-5999: Services And Other Operating Expenditures College visits for our low income and E.L. students. Expose our most needed students to college campuses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Support for our Elective Programs

Strategy/Activity

1).Support our elective programs by supplying them with the equipment they need to run a quality program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Title I

	4000-4999: Books And Supplies Continued financial support to cover the cost of increasing student access to our media arts elective classes (GEMS T.V.). There are a lot of equipment, subscriptions and other costs of running the program, and increasing enrollment has led to increased costs. The increase in enrollment is due to a focused effort on increasing participation for our unduplicated pupils.
3,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Continued financial support to cover the cost of increasing student access to our yearbook electives classes. There are a lot of equipment and other costs of running the program, and increasing enrollment has led to increased costs. The increase in enrollment is due to a focused effort on increasing participation for our unduplicated pupils.
2,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Continued financial support to cover equipment and other costs of running the program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

We will increase our students access to activities outside of the school setting and increase opportunities for our parents to participate in the activities with their students. We will promote positive behavior supports for out students.

Identified Need

1). Implement PBIS on our campus to support the development of annual measurable outcomes.
2). Bring in outside resources to help with positive decision-making.
3). Provide opportunities outside of the classroom for parents and our students.
4). Provide structured activities for our students to do outside of the classroom to help with behavior concerns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the perception of positive school climate and connectedness	12% of students were suspended in 21-22 school year	Decrease suspension rates by 25%
California Healthy Kids Survey	57% of students indicated that there is a caring adult on campus.	By Spring 2023 75% of students will feel that there is a caring adult on campus.
California Healthy Kids Survey	47% of our students feel as they are connected to school.	By Spring 2023 70% of our students will feel that they are connected to school.
California Healthy Kids Survey	44% of our student reported that they feel they have experienced harassment or bullying	35% of students will feel as they have experienced harassment and bullying.
California Healthy Kids Survey	88% of students do not attend our after school program.	15% of our students will attend after school Study Hall during the week.

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)

Our School will participate in PBIS to increase student, staff, and parent voices in helping to develop a positive campus culture.

Strategy/Activity

1). PBIS team to address issues and look at data.
2). Point Break presentation to support empathy on campus.
3). Night activities that are fun for students and parents.
4). Lunch time activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I 1000-1999: Certificated Personnel Salaries We will hire two teacher leads to support PBIS Activities. One will focus on behavior data and proactive ways to help students make positive decisions when it comes to behavior. The other teacher will focus on academic data. Both will present this data at staff meetings a help lead discussion about the data. They will also run our monthly PBIS meetings on campus.
2,000	Title I 4000-4999: Books And Supplies Purchase of signage for PBIS rules and expectations to help promote the school wide rules and expectations for the school
5,000	Title I 1000-1999: Certificated Personnel Salaries Professional development for PBIS at GEMS. This will help to support the team that is going to be starting up the PBIS program at our site. This will be used to specifically reduces suspensions our E.L., low SES students, and our Special Education Students.
9,000	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Assemblies/field (I.E. Point Break) trip to teach proactive behaviors to help with current issues that are identified by school and staff surveys.

	This will be focused on our most struggling learners and specific data will be analyzed to pick participants
500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures All campus monitors to attend active supervision training to ensure school safety and positive culture
13,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Panther Pride to celebrate the students who follow the school rules of being Positive Productive and Professional. This is a monthly celebration for our students. They are nominated each month by their teachers and given an award for being students who follow the PBIS rules.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase parent and community involvement and participation in school activities.

Strategy/Activity

1). Promote and offer quality programs for out parents to attend with their children outside of the school day.
2). Supply the office with the materials that they need to communicate with parents efficiently.

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

Amount(s)	Source(s)
	Continue promoting and supporting the use Schoology by parents to monitor their students achievement and communicate with the staff.
	Increase parental involvement by providing computers, printer, and work space in the office

	for those families that don't have access at home.
3,357	TItle I - Parent Involvement 4000-4999: Books And Supplies Student agenda provide the parent and student with an organizer including school policies and procedures.
1,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Student agenda provide the parent and student with an organizer including school policies and procedures.
2,000	Title I 1000-1999: Certificated Personnel Salaries Math and Science education night to teach parents about the new standards and ways that they can help support their children in their learning. This night will be dedicated to support our parents who do not understand the NGSS and Common Core Standards and who's child is struggling in the class.
4,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Science and Math night for students and parents. Have a fun night where students and parents can do hands-on activities. This will encourage both students and parents to get excited about Math and Science. This will be dedicated to hands-on activities for those students who do not have access to hands-on activities at home. The main focus will be to build a love of learning for Math and Science.
800	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Postage for report cards, celebrations, SARB, and at risk notifications are all efforts to inform and communicate with parents.
1,000	Title I 2000-2999: Classified Personnel Salaries Translators to help with communication for parent conferences, math night, and science night, and written communication that will go to the home.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Decrease suspensions and behaviors on campus

Strategy/Activity
Intramural sports program at lunch

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

Amount(s)	Source(s)
3,600	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Pay three teachers to run Intramural lunch time program so that students have organized activities to do. Many students are getting in trouble at lunch because they do not have structured activities to participate in.
4,900	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Intramural supplies to support organized activities to promote positive and healthy student interactions.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	235,935.00	0.00
TItle I - Parent Involvement	3,357.00	0.00
LCFF-Supplemental (Site Fund)	171,520.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Expanded Learning Opportunities Program (ELOP)	29,413.00
LCFF-Supplemental (Site Fund)	171,520.00
Title I	235,935.00
TItle I - Parent Involvement	3,357.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	276,652.00
2000-2999: Classified Personnel Salaries	70,703.00
4000-4999: Books And Supplies	72,304.00
5000-5999: Services And Other Operating Expenditures	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Expanded Learning Opportunities Program (ELOP)	29,413.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	123,233.00

2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	6,587.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	32,200.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	9,000.00
	Title I	3,566.00
1000-1999: Certificated Personnel Salaries	Title I	153,419.00
2000-2999: Classified Personnel Salaries	Title I	34,703.00
4000-4999: Books And Supplies	Title I	36,747.00
5000-5999: Services And Other Operating Expenditures	Title I	7,500.00
4000-4999: Books And Supplies	TItle I - Parent Involvement	3,357.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	387,068.00
Goal 2	53,157.00

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

3 Secondary Students

Name of Members	Role
Ana Castillo	Principal
Bill Trueman	Classroom Teacher
Sylvia Fulton	Classroom Teacher
Laura Sliepen	Classroom Teacher
Ben Johnson	Classroom Teacher
Robyn Harp	Classroom Teacher
Jen Freymond	Other School Staff
Grace Livingston	Secondary Student
Keila Castaneda	
Annalynn Armistead	Secondary Student
Alexandria Elizalde	Parent or Community Member
Enjoli Enriquez	Parent or Community Member
Mandi Nielsen	Parent or Community Member
Laura Sanchez	Parent or Community Member
Kenneth Johnson	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
	State Compensatory Education Advisory Committee
	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 10/11/22.

Attested:

	Principal, Ana Castillo on 10//11/22
	SSC Chairperson, Laura Sanchez on 10/11/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019