

School Year: **2020-21**

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
Gateway International School	34-67447-0128124	9/1/2020	11/10/2020

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

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.

This plan effectively address the academic and social emotional needs of at-risk students at GIS in accordance with ESSA guidelines. It complements and supports the goals and expenditures outlined in the LCAP plan. It provides for teacher training in order to provide a strong foundation of instruction for all students, teacher training for English Learner strategies, staffing to provide guidance for instructional goals and monitoring of student achievement, and tutoring for students.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population.....	21
Overall Performance	22
Academic Performance.....	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	37
Goal 3.....	41
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan.....	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	45
School Site Council Membership	46
Recommendations and Assurances	47
Instructions.....	48
Instructions: Linked Table of Contents.....	48

Purpose and Description49

Stakeholder Involvement.....49

Resource Inequities49

Goals, Strategies, Expenditures, & Annual Review50

 Annual Review51

 Budget Summary52

 Appendix A: Plan Requirements54

 Appendix B:.....57

 Appendix C: Select State and Federal Programs59

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).

GIS conducted a parent satisfaction survey in the spring of 2019. The results show that:

- 100% of parents feel that the school promotes academic success for all students
- 100% believe the school's educational program is of high quality and meets their expectations.
- 100% said their child's reading skills have improved this school year.
- 100% said their child's writing skills have improved.
- 90% said their child's math skills have improved.
- 100% said their child's problem solving skills have improved.
- 100% said their child gained technology skills this year.
- 100% said their child's ability to work with other students has improved.
- 100% said their child knows and understands behavior expectations at school.
- 100% of parents said they are well informed about their child's academic progress.
- 100% believe their child's teacher is helpful and responsive.
- 100% believe the school staff respects all cultures, languages, and ethnicities.

The GIS staff completed a culture survey in the fall of 2019 through the survey monkey website. Those results show that:

- 92% of staff believe the school culture is one of trust and respect between staff members
- 87% believe there is trust and respect between staff and parents
- 89% believe the school values and utilizes parent involvement
- 81% believe the school staff embraces change
- 89% believe the school staff embraces collaboration
- 92% believe the school staff embraces diversity

Classroom Observations

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

Teachers who have been employees of Gateway Community Charters for more than 5 years are evaluated every two years. All other teachers are evaluated every year. Teachers receive one to four scheduled observations and numerous unscheduled visits throughout the school year. Findings will show teacher implementation of adopted curriculum, use of assessment to drive instruction, and use of required teaching strategies and technology to provide a safe, nurturing environment for learning.

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)

GIS has CAASPP, CST Science, and CELDT data upon which to base school wide goals. Academic goals are also taken from our charter document measurable outcomes and based upon our initial assessments of students each school year. Grade level unit planners guide instruction for all subjects. Teachers use the initial data to determine instruction and student support needed. Teachers in grades TK-5 have designated Universal Access time where they work with small groups or individuals based upon assessments and needs.

GIS was able to test all 1st-8th grade students using Renaissance STAR tests for English Language Arts and Mathematics at the beginning and end of 2016-17 school year. These results give us valuable input as we create and revise the school program. The results helped us identify targeted students and refer them to the appropriate summer support class. This test is also used two other times throughout the year to determine progress of individual students. Teachers also use these results to create leveled groupings for ELA and Math.

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

Curriculum embedded assessments are administered at regular intervals for English Language Arts and Mathematics. Administration reviews assessment results to determine trends or needs by teacher, student or grade level. This information is also used during teacher collaboration time to identify students at risk and to plan instruction and/or reteaching. Teachers work as a grade level teams to analyze student data, develop curriculum, and discuss best teaching practices and student needs.

These results are more specific than the nationally-normed Renaissance testing and pinpoint specific skills needed by students, which then can be addressed during small group lessons and leveled Universal Access groupings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For 19-20, 100% of teachers at Gateway International School are highly qualified per ESEA.

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

Teachers are provided SBE adopted and GCC approved curriculum and have curriculum training in both English Language Arts and Math.

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

Staff development is based upon GCC initiatives and school and teacher needs. Student performance data, principal observations, and teacher input help determine need for professional development. The focus of GIS professional development from year one has been creating strong relationships with students, response to students with high needs, and technology integration. GIS realizes that to be successful, we need to show the community we are here to support and accept them and create lasting relationships with students and families. GIS teachers are trained in Common Core State Standards and International Baccalaureate integration. Furthermore, teachers have received training regarding students with special needs and technology needed to integrate and assess Common Core Standards.

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

GIS has two full time Vice Principals who observe and support teachers regarding curriculum and instructional techniques. GIS also has nine Lead Teachers who serve as support for classroom and elective teachers. First and second year teachers are provided teacher mentors through the California Teacher Induction program and attend county sponsored professional development workshops. Teachers have classroom support in the form of a full time RSP teacher and 3 RSP paraeducators, full time Curriculum Coach, part time behavior specialist, ELD paraeducator, and bilingual paraeducators who push into classrooms.

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

Our TK-5th grade teachers have approximately 14 horizontal grade level meetings per year for IB curriculum planning including reflection. They also have at least 3 vertical meetings for IB curriculum alignment and modification. Our Middle School department has approximately 14 meetings for IB curriculum planning, and also focus on the integration of subjects, student support and intervention. The principal and vice principals rotate through the teacher collaboration meetings and facilitate PYP and MYP Team meetings. The teachers meet monthly with administration for additional site support.

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials that align with Common Core State Standards, IB learner profiles and content framework, grade level expectations, and pacing charts. Teachers prepare weekly lesson plans for all grade levels and subjects. Support structures are aligned with Common Core and IB expectations. GIS has two math intervention programs for grades TK-8th called JiJi Math and MathWhizz. Fast ForWord is used school-wide for reading support. These programs align with Common Core standards. GIS also utilizes Escalate English by Houghton Mifflin for English language development.

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

Our school follows the California Framework for recommended instructional minutes. Every teacher has a daily plan to ensure that students receive the appropriate amount of instructional time for each subject.

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

Teachers are expected to follow the unit planner for every grade level or subject. The master schedule allows enough flexibility for intervention at all grade levels.

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

All standards-based instructional materials are available to all student groups.

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

All curriculum at GIS is SBE-adopted and standards aligned. Supplemental materials are provided that align current curriculum to Common Core State Standards and Next Generation Science Standards. Students in TK-5th grades use McGraw-Hill Wonders, a Common Core English Language Arts curriculum and 6th-8th grades use Houghton Mifflin Collections curriculum. TK-5th grades use Pearson Envision for Mathematics curriculum and 6th-8th grades use Pearson Digits.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through Universal Access or small group instruction. During reading and math, students are grouped by instructional level, assessed and regrouped appropriately. Teachers examine student assessment data and meet at grade level to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan reteaching. When students are not making sufficient progress at grade level, teachers must refer them to the Student Study Team. This team meets to determine best practices for supporting individual students in collaboration with the family. This team also monitors student progress per the team suggestions.

GIS utilizes a full-inclusion model for special education services and pulls out or pushes in for individual students for instruction per their IEP.

Evidence-based educational practices to raise student achievement

GIS utilizes research-based practices as follows: Explicit Direct Instruction, Specially Designed Academic Instruction in English, Guided Language Acquisition and Development, Capturing Kids' Hearts, Fast ForWord, ST Math, MathWhizz, Escalate English, differentiated instruction.

Parental Engagement

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

District, community, family, and school resources available to assist underachieving students:

- District Nurse
- Resource Specialist Teacher
- Behavior Intervention Specialist
- School Counselor
- School Psychologist
- English Language Development Teacher
- Bilingual Instructional Assistants
- Translators
- Parent volunteers
- Intervention program
- Free ASES after school program
- Free breakfast, lunch, and dinner for all students per the NSLP

Our school communicates with parents through:

- School web site
- Teacher web pages
- Online grades
- Trimester/Semester Report Cards
- Progress reports
- School compact
- Back to School Night
- IB Nights
- Parent Teacher Conferences
- School Site Council
- English Learner Advisory Committee
- School Newsletters
- Teacher Newsletters
- Social Media: Facebook, Twitter, Instagram
- School App

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)

Our School Site Council and English Learner Advisory Committee meets regularly and meets requirements for parity. At meetings, we review current school program, school data, set school wide goals, plan budget, and monitor and evaluate goals. This year, the SSC was trained in their roles and responsibilities.

Funding

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

Categorical services focus on the underperforming students at this school. Instructional assistants are provided that work with targeted students. Funds are also used to create a school library that supports student reading at home. Translation services and bilingual reading materials are also provided in Russian and Spanish.

Fiscal support (EPC)

GIS also receives state funding per the California school funding formula, federal Title and SPED monies.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

February 2020 School Site Council and English Learner Advisory Committee Meeting
February 2020 Mid-Year Report to GCC Board of Directors
April - May 2019 GIS families and staff
May 2019 School Survey for Students
May 2020 School Site Council and English Learner Advisory Committee Meeting
August 2020 Annual Title I Meeting (Virtual)
September 2020 School Site Council and English Learner Advisory Committee Meeting
October 2020 Parent Meeting (Virtual)
December 2020 School Site Council and English Learner Advisory Committee Meeting
December 2020 Gateway Community Charters Board of Directors approval of plan

Resource Inequities

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

Needs identified for student groups:

- Translation support needed for both Russian and Spanish speaking parents regarding school communication
- Academic support for student groups not performing equal to whole school progress rate; specifically special education and English learners
- Social emotional support for at-risk students needed

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	2.17%	2.3%	3.17%	12	13	18
Asian	2.17%	1.06%	1.06%	12	6	6
Filipino	0.18%	0.35%	0.35%	1	2	2
Hispanic/Latino	4.70%	5.48%	7.04%	26	31	40
Pacific Islander	2.89%	2.65%	0.88%	16	15	5
White	86.44%	86.57%	85.21%	478	490	484
Multiple/No Response	0.18%	0.35%	0.88%	1	2	5
Total Enrollment				553	566	568

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	87	81	84
Grade 1	64	65	67
Grade 2	62	66	63
Grade 3	60	61	62
Grade 4	59	61	58
Grade 5	61	60	60
Grade 6	70	61	58
Grade 7	47	66	51
Grade 8	43	45	65
Total Enrollment	553	566	568

Conclusions based on this data:

1. GIS enrollment is steady and almost at capacity of 575 students.
2. African American and Hispanic/Latino subgroups have increased over the past 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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	349	354	328	63.1%	62.5%	57.7%
Fluent English Proficient (FEP)	95	119	147	17.2%	21.0%	25.9%
Reclassified Fluent English Proficient (RFEP)		37	28	0	10.6%	7.9%

Conclusions based on this data:

1. Percent of English Learners is decreasing over time.
2. There is an increase in students scoring proficient on ELPAC but percent of reclassification has dropped. This could be because their performance on other measures to not meet criteria.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	60	60	57	60	58	57	60	58	91.9	100	96.7
Grade 4	56	58	60	56	57	60	56	57	60	100	98.3	100
Grade 5	71	61	61	71	61	59	71	61	59	100	100	96.7
Grade 6	53	70	59	51	68	56	51	68	56	96.2	97.1	94.9
Grade 7	45	48	66	42	46	66	42	46	66	93.3	95.8	100
Grade 8	29	44	42	26	42	40	26	42	40	89.7	95.5	95.2
All	316	341	348	303	334	339	303	334	339	95.9	97.9	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2403.	2436.	2457.	14.04	25.00	39.66	15.79	31.67	27.59	31.58	23.33	17.24	38.60	20.00	15.52
Grade 4	2445.	2440.	2493.	14.29	19.30	35.00	23.21	19.30	28.33	28.57	21.05	21.67	33.93	40.35	15.00
Grade 5	2471.	2466.	2501.	8.45	6.56	18.64	39.44	29.51	35.59	18.31	16.39	15.25	33.80	47.54	30.51
Grade 6	2482.	2538.	2512.	5.88	17.65	5.36	25.49	35.29	44.64	35.29	30.88	28.57	33.33	16.18	21.43
Grade 7	2531.	2497.	2578.	4.76	2.17	19.70	35.71	34.78	45.45	35.71	21.74	21.21	23.81	41.30	13.64
Grade 8	2547.	2554.	2546.	7.69	14.29	15.00	30.77	33.33	30.00	34.62	28.57	25.00	26.92	23.81	30.00
All Grades	N/A	N/A	N/A	9.57	14.67	22.71	28.38	30.54	35.69	29.37	23.65	21.24	32.67	31.14	20.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	23.33	37.93	29.82	50.00	44.83	54.39	26.67	17.24
Grade 4	10.71	15.79	31.67	58.93	42.11	55.00	30.36	42.11	13.33
Grade 5	12.68	11.48	20.34	49.30	42.62	47.46	38.03	45.90	32.20
Grade 6	11.76	26.47	14.29	35.29	47.06	57.14	52.94	26.47	28.57
Grade 7	11.90	17.39	27.27	57.14	32.61	45.45	30.95	50.00	27.27
Grade 8	19.23	14.29	22.50	46.15	47.62	30.00	34.62	38.10	47.50
All Grades	13.20	18.56	25.96	45.87	44.01	47.49	40.92	37.43	26.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.07	25.00	44.83	36.84	53.33	37.93	35.09	21.67	17.24
Grade 4	21.43	14.04	31.67	48.21	50.88	56.67	30.36	35.09	11.67
Grade 5	30.00	23.33	27.12	40.00	43.33	52.54	30.00	33.33	20.34
Grade 6	11.76	23.53	12.50	43.14	54.41	67.86	45.10	22.06	19.64
Grade 7	19.05	8.70	40.91	52.38	58.70	40.91	28.57	32.61	18.18
Grade 8	15.38	19.51	22.50	57.69	53.66	47.50	26.92	26.83	30.00
All Grades	22.19	19.58	30.68	44.70	52.11	50.44	33.11	28.31	18.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	23.33	36.21	59.65	63.33	56.90	24.56	13.33	6.90
Grade 4	10.71	15.79	30.00	62.50	61.40	65.00	26.79	22.81	5.00
Grade 5	12.68	13.11	6.78	61.97	57.38	77.97	25.35	29.51	15.25
Grade 6	5.88	22.06	7.14	66.67	72.06	73.21	27.45	5.88	19.64
Grade 7	4.76	8.70	18.18	83.33	65.22	74.24	11.90	26.09	7.58
Grade 8	15.38	14.63	7.50	80.77	65.85	75.00	3.85	19.51	17.50
All Grades	10.89	16.82	18.29	67.00	64.26	70.21	22.11	18.92	11.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.28	26.67	25.86	66.67	56.67	55.17	21.05	16.67	18.97
Grade 4	16.07	19.30	28.33	50.00	47.37	60.00	33.93	33.33	11.67
Grade 5	15.49	14.75	33.90	50.70	39.34	32.20	33.80	45.90	33.90
Grade 6	19.61	32.35	17.86	41.18	51.47	60.71	39.22	16.18	21.43
Grade 7	19.05	15.22	43.94	57.14	45.65	42.42	23.81	39.13	13.64
Grade 8	15.38	31.71	25.00	57.69	51.22	52.50	26.92	17.07	22.50
All Grades	16.17	23.42	29.79	53.47	48.65	50.15	30.36	27.93	20.06

Conclusions based on this data:

1. School wide, in 18-19, 58.4% of students met or exceeded the standard for English Language Arts. This is an increase of 13% from the previous year.
2. The biggest area of improvement was writing with 30.68% exceeding the standard, which is an improvement of 11.1%.
3. Listening and demonstrating communication skills is the area with the fewest students exceeding standard, but 70% are at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	60	60	58	60	59	58	60	59	93.5	100	98.3
Grade 4	56	58	60	56	57	60	56	57	60	100	98.3	100
Grade 5	71	61	61	71	61	59	71	61	59	100	100	96.7
Grade 6	53	70	59	53	69	57	53	69	57	100	98.6	96.6
Grade 7	45	48	66	43	46	66	43	46	66	95.6	95.8	100
Grade 8	29	44	42	28	43	40	28	43	40	96.6	97.7	95.2
All	316	341	348	309	336	341	309	336	341	97.8	98.5	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2427.	2463.	2472.	15.52	26.67	33.90	29.31	41.67	40.68	29.31	20.00	18.64	25.86	11.67	6.78
Grade 4	2489.	2460.	2510.	19.64	12.28	30.00	32.14	28.07	35.00	32.14	31.58	28.33	16.07	28.07	6.67
Grade 5	2517.	2499.	2501.	23.94	19.67	18.64	29.58	22.95	18.64	21.13	31.15	33.90	25.35	26.23	28.81
Grade 6	2496.	2534.	2499.	11.32	18.84	10.53	16.98	30.43	15.79	22.64	27.54	40.35	49.06	23.19	33.33
Grade 7	2523.	2477.	2561.	11.63	4.35	22.73	23.26	19.57	25.76	32.56	28.26	33.33	32.56	47.83	18.18
Grade 8	2557.	2540.	2507.	17.86	16.28	5.00	25.00	18.60	17.50	25.00	32.56	25.00	32.14	32.56	52.50
All Grades	N/A	N/A	N/A	17.15	16.96	21.11	26.54	27.68	26.10	26.86	28.27	30.21	29.45	27.08	22.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.76	48.33	55.93	34.48	36.67	33.90	32.76	15.00	10.17
Grade 4	33.93	26.32	45.00	39.29	33.33	36.67	26.79	40.35	18.33
Grade 5	38.03	32.79	23.73	33.80	32.79	37.29	28.17	34.43	38.98
Grade 6	15.09	26.09	14.04	30.19	43.48	43.86	54.72	30.43	42.11
Grade 7	20.93	13.04	36.36	34.88	26.09	39.39	44.19	60.87	24.24
Grade 8	28.57	20.93	7.50	42.86	37.21	35.00	28.57	41.86	57.50
All Grades	29.13	28.87	31.96	35.28	35.42	37.83	35.60	35.71	30.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.69	30.00	35.59	48.28	53.33	52.54	31.03	16.67	11.86
Grade 4	28.57	12.28	33.33	42.86	52.63	55.00	28.57	35.09	11.67
Grade 5	19.72	16.39	20.34	52.11	45.90	42.37	28.17	37.70	37.29
Grade 6	13.21	20.29	12.28	39.62	55.07	40.35	47.17	24.64	47.37
Grade 7	20.93	4.35	24.24	51.16	39.13	42.42	27.91	56.52	33.33
Grade 8	21.43	25.58	12.50	42.86	48.84	40.00	35.71	25.58	47.50
All Grades	20.71	18.45	23.75	46.60	49.70	45.75	32.69	31.85	30.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	41.67	35.59	53.45	45.00	50.85	24.14	13.33	13.56
Grade 4	25.00	14.04	35.00	57.14	40.35	56.67	17.86	45.61	8.33
Grade 5	22.54	16.39	13.56	53.52	44.26	61.02	23.94	39.34	25.42
Grade 6	15.09	21.74	10.53	49.06	50.72	43.86	35.85	27.54	45.61
Grade 7	20.93	6.52	21.21	58.14	50.00	66.67	20.93	43.48	12.12
Grade 8	25.00	9.30	7.50	53.57	58.14	60.00	21.43	32.56	32.50
All Grades	21.68	19.35	21.41	54.05	47.62	56.60	24.27	33.04	21.99

Conclusions based on this data:

1. School wide, in 18-19, 47.2% of students met or exceeded the standard for Mathematics, which is a 2.56% increase from the previous year.
2. The percent of students below standard has decreased for all strands of mathematics with the biggest improvement in communicating reasoning. This is logical considering our emphasis and professional development in Math the past few years.
3. Problem solving & modeling/data analysis is the biggest area of need with the most students below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1413.6	1422.7	1417.8	1424.0	1403.8	1419.8	72	63
Grade 1	1457.8	1493.1	1449.7	1485.2	1465.3	1500.6	41	54
Grade 2	1481.8	1504.3	1472.8	1496.5	1490.2	1511.6	34	35
Grade 3	1498.9	1476.9	1497.6	1467.5	1499.7	1485.8	34	24
Grade 4	1496.6	1565.7	1499.2	1577.1	1493.7	1553.6	28	30
Grade 5	1527.7	1552.2	1526.8	1558.1	1528.2	1545.8	33	26
Grade 6	1562.7	1542.6	1585.0	1527.3	1539.9	1557.2	28	29
Grade 7	1547.1	1566.2	1549.3	1570.5	1544.4	1561.4	24	26
Grade 8	1571.2	1555.3	1564.4	1549.6	1577.4	1560.5	19	21
All Grades							313	308

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.83	20.63	23.61	33.33	29.17	25.40	26.39	20.63	72	63
1	41.46	25.93	31.71	46.30	*	22.22	*	5.56	41	54
2	47.06	22.86	35.29	54.29	*	20.00	*	2.86	34	35
3	*	12.50	58.82	25.00	*	33.33	*	29.17	34	24
4	*	70.00	46.43	30.00	*	0.00	*	0.00	28	30
5	42.42	46.15	36.36	26.92	*	23.08	*	3.85	33	26
6	50.00	31.03	39.29	31.03	*	27.59	*	10.34	28	29
7	*	38.46	*	38.46	*	15.38	*	7.69	24	26
8	57.89	28.57	*	38.10		23.81	*	9.52	19	21
All Grades	31.63	31.17	35.78	37.01	19.17	21.43	13.42	10.39	313	308

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	23.61	22.22	23.61	30.16	22.22	23.81	30.56	23.81	72	63
1	43.90	31.48	*	42.59	*	16.67	*	9.26	41	54
2	55.88	34.29	*	48.57		14.29	*	2.86	34	35
3	32.35	12.50	47.06	25.00	*	37.50		25.00	34	24
4	42.86	86.67	*	13.33	*	0.00	*	0.00	28	30
5	66.67	53.85	*	38.46	*	7.69	*	0.00	33	26
6	78.57	48.28	*	20.69	*	17.24		13.79	28	29
7	45.83	53.85	*	30.77	*	7.69	*	7.69	24	26
8	57.89	33.33	*	42.86		19.05	*	4.76	19	21
All Grades	45.69	39.29	27.48	33.12	13.74	16.56	13.10	11.04	313	308

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.39	15.87	16.67	39.68	41.67	36.51	15.28	7.94	72	63
1	43.90	18.52	26.83	44.44	*	25.93	*	11.11	41	54
2	32.35	14.29	38.24	51.43	*	28.57	*	5.71	34	35
3	*	0.00	*	33.33	32.35	37.50	35.29	29.17	34	24
4	*	30.00	*	43.33	*	26.67	39.29	0.00	28	30
5	*	7.69	42.42	34.62	*	50.00	*	7.69	33	26
6	*	31.03	*	27.59	*	31.03	*	10.34	28	29
7	*	19.23	*	42.31	*	19.23	*	19.23	24	26
8	*	28.57	*	23.81	*	23.81	*	23.81	19	21
All Grades	24.60	18.18	26.84	39.29	28.43	31.17	20.13	11.36	313	308

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50	22.22	56.94	58.73	*	19.05	72	63
1	68.29	74.07	26.83	22.22	*	3.70	41	54
2	47.06	51.43	50.00	48.57	*	0.00	34	35
3	32.35	16.67	64.71	58.33	*	25.00	34	24
4	*	86.67	46.43	13.33	*	0.00	28	30
5	69.70	30.77	*	69.23	*	0.00	33	26
6	67.86	27.59	*	58.62	*	13.79	28	29
7	45.83	19.23	*	61.54	*	19.23	24	26
8	63.16	23.81	*	57.14	*	19.05	19	21
All Grades	50.16	41.56	43.13	47.73	6.71	10.71	313	308

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.22	20.63	30.56	49.21	47.22	30.16	72	63
1	26.83	16.67	39.02	74.07	34.15	9.26	41	54
2	64.71	22.86	*	68.57	*	8.57	34	35
3	52.94	25.00	47.06	58.33		16.67	34	24
4	60.71	73.33	*	26.67	*	0.00	28	30
5	60.61	73.08	*	26.92	*	0.00	33	26
6	82.14	48.28	*	34.48		17.24	28	29
7	54.17	80.77	*	11.54	*	7.69	24	26
8	68.42	52.38	*	38.10	*	9.52	19	21
All Grades	48.88	39.94	30.99	47.08	20.13	12.99	313	308

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	18.06	6.35	66.67	80.95	15.28	12.70	72	63
1	60.98	50.00	*	38.89	26.83	11.11	41	54
2	38.24	14.29	47.06	80.00	*	5.71	34	35
3	*	4.17	44.12	50.00	47.06	45.83	34	24
4	*	33.33	42.86	63.33	53.57	3.33	28	30
5	*	11.54	54.55	73.08	*	15.38	33	26
6	*	27.59	*	41.38	50.00	31.03	28	29
7	*	38.46	*	34.62	*	26.92	24	26
8	63.16	42.86	*	19.05	*	38.10	19	21
All Grades	28.43	25.00	41.85	56.82	29.71	18.18	313	308

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.67	63.49	45.83	28.57	*	7.94	72	63
1	*	20.37	63.41	74.07	*	5.56	41	54
2	38.24	25.71	52.94	71.43	*	2.86	34	35
3	*	12.50	73.53	66.67	*	20.83	34	24
4	*	20.00	64.29	80.00	*	0.00	28	30
5	36.36	30.77	54.55	65.38	*	3.85	33	26
6	*	44.83	85.71	48.28		6.90	28	29
7	*	7.69	87.50	88.46	*	3.85	24	26
8	*	0.00	*	95.24	*	4.76	19	21
All Grades	28.12	29.87	61.02	63.96	10.86	6.17	313	308

Conclusions based on this data:

1. 31% of EL students scored an overall score of level 1 and 2 for 18-19 which is slightly less than the previous year.
2. There was overall improvement for written language and writing domains, which is similar to the pattern seen in CAASPP scores.
3. Reading and Writing continue to be areas of need for English Learners.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
566	77.6	62.5	0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	354	62.5
Foster Youth	0	0
Homeless	3	0.5
Socioeconomically Disadvantaged	439	77.6
Students with Disabilities	26	4.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.3
American Indian	0	0
Asian	6	1.1
Filipino	2	0.4
Hispanic	31	5.5
Two or More Races	7	1.2
Pacific Islander	15	2.7
White	490	86.6

Conclusions based on this data:

1. GIS has a large population of Socioeconomically disadvantaged students.
2. GIS has a large population of English Learners.
3. Other significant populations include; students with disabilities and Hispanic students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="295 506 370 533">Green</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="773 506 847 533">Yellow</p>	<p data-bbox="1177 424 1388 457">Suspension Rate</p>  <p data-bbox="1253 506 1328 533">Green</p>
<p data-bbox="251 621 414 655">Mathematics</p>  <p data-bbox="295 703 370 730">Green</p>		

Conclusions based on this data:

1. GIS is meeting progress expectations for ELA, Math, and suspension rate.
2. GIS is meeting progress expectations for English Learners.
3. GIS has a high chronic absenteeism rate.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>9.6 points above standard</p> <p>Increased Significantly ++26.8 points 332</p>	<p>English Learners</p> <p>Yellow</p> <p>5.8 points below standard</p> <p>Increased Significantly ++23.1 points 235</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.3 points above standard</p> <p>Increased Significantly ++26.2 points 255</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>36.5 points below standard</p> <p>Increased Significantly ++15 points 29</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 38.4 points above standard Increased Significantly ++17.8 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Green 7.4 points above standard Increased Significantly ++21.8 points 290

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
44 points below standard Increased ++13.5 points 149	60.4 points above standard Increased Significantly ++19.5 points 86	28.3 points above standard Increased Significantly ++24.9 points 47

Conclusions based on this data:

1. All subgroups have increased performance in ELA and all but one increased significantly.
2. All subgroups are performing above standard except 2.
3. English Learners and Students with Disabilities need focus and attention for ELA support.

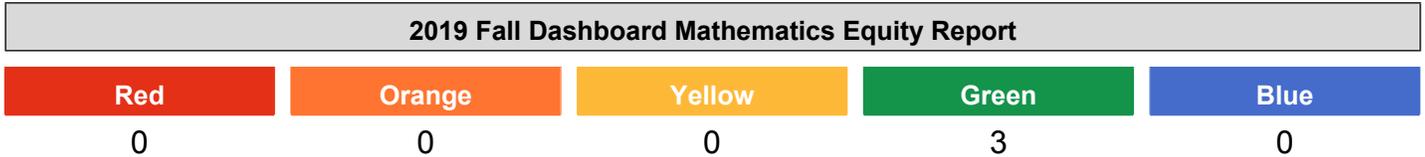
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>11.6 points below standard</p> <p>Increased ++13.5 points</p> <p>332</p>	<p>English Learners</p>  <p>Green</p> <p>17.3 points below standard</p> <p>Increased ++14.2 points</p> <p>235</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>15 points below standard</p> <p>Increased ++13 points</p> <p>255</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>57.4 points below standard</p> <p>Increased Significantly ++64.2 points</p> <p>29</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 35.5 points below standard Increased Significantly ++17.2 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Green 8.8 points below standard Increased ++11.2 points 290

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.4 points below standard Increased ++6.9 points 149	38.4 points above standard Increased ++9.4 points 86	18.7 points below standard Increased ++11.3 points 47

Conclusions based on this data:

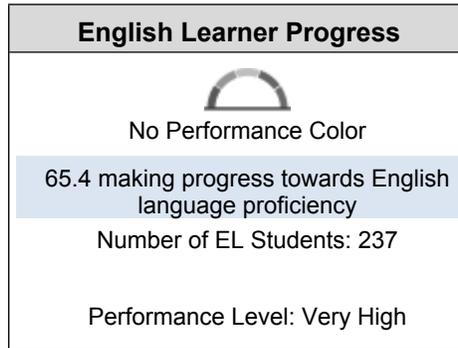
1. All student groups are in green color classification.
2. All groups have increased performance in Mathematics.
3. English Learners and Students with Disabilities are the farthest from meeting standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.2	17.2	11.3	54.0

Conclusions based on this data:

1. GIS English Learners are performing very high overall with 65% making progress.
2. GIS can work on moving more students up one level on ELPAC or maintaining their level.

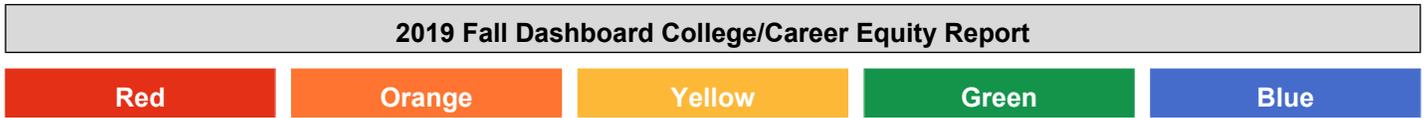
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

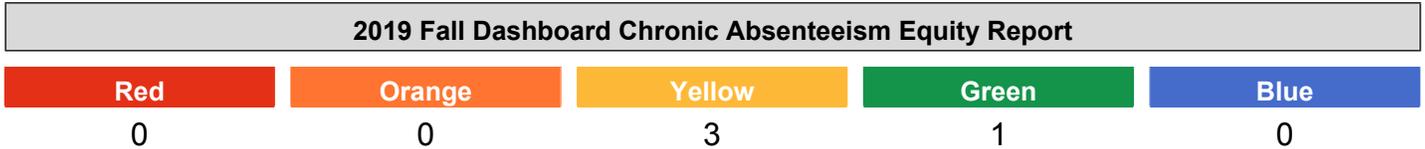
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>11.1</p> <p>Declined Significantly -6.5</p> <p>583</p>	<p>English Learners</p>  <p>Yellow</p> <p>10.9</p> <p>Declined Significantly -3.9</p> <p>339</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>12.2</p> <p>Declined Significantly -7.6</p> <p>466</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8.3</p> <p>Declined -14.2</p> <p>48</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 26.7 Increased +6.7 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 9.4 Declined -1.7 32	 No Performance Color 0 12	 No Performance Color 42.9 Increased +13.4 14	 Yellow 10.4 Declined Significantly -7.6 501

Conclusions based on this data:

- Only two subgroups had positive movement for chronic absenteeism; African American and Pacific Islander.
- GIS needs to work on increasing attendance rates for all student groups.

School and Student Performance Data

Academic Engagement Graduation Rate

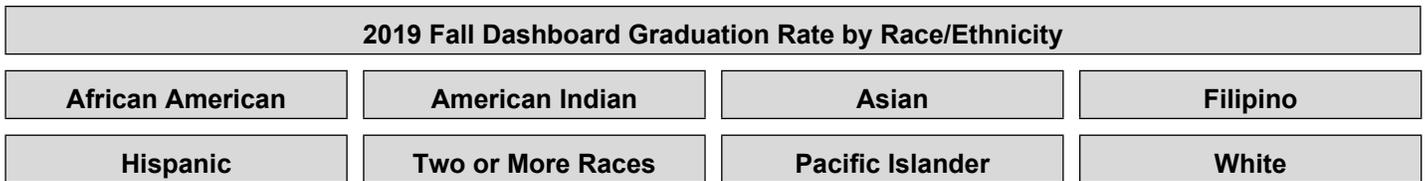
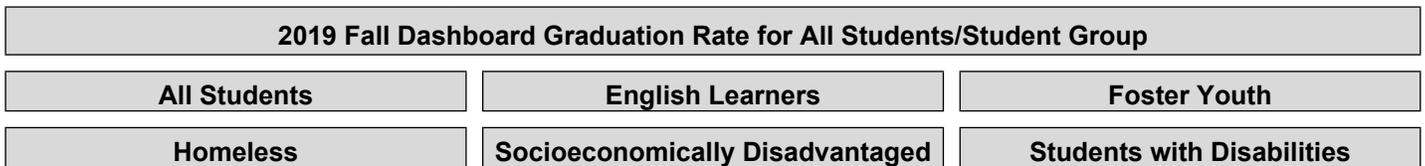
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

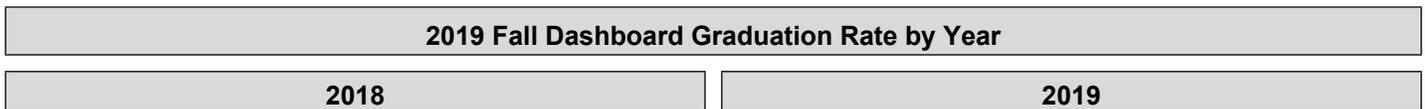
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

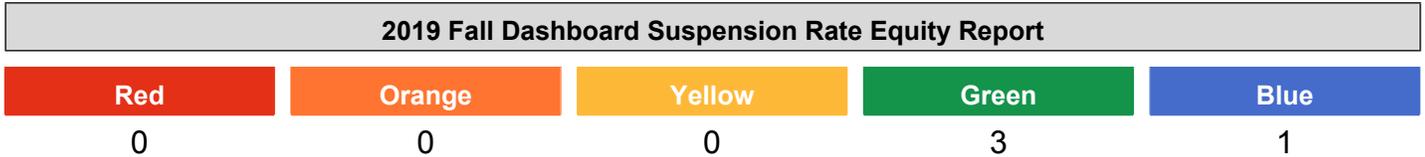
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 2.4 Declined Significantly -1.6 587	 Green 1.8 Declined Significantly -2.6 340	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 3	 Green 2.6 Declined Significantly -2.2 469	 Blue 0 Maintained 0 48

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">0</div> Declined -6.7 15		 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">7</div>	 No Performance Color Less than 11 Students - Data <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">2</div>
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">3.1</div> Increased +3.1 32	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">8.3</div> 12	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">0</div> Declined -11.8 14	 Green <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">2.4</div> Declined Significantly -1.4 505

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	2.4

Conclusions based on this data:

1. GIS has made significant improvement in suspension rate.

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

English Language Arts

LEA/LCAP Goal

All students will have their basic needs met to facilitate learning; including staffing, core curriculum, facilities, technology and access to high-quality instruction aligned with the CCSS and IB program.

Goal 1

GIS will provide a program that supports all students with effective academic interventions for English Language Arts and Mathematics.

Identified Need

- Overall progress rate for Math
- English Learners
- Students with Disabilities
- Translation services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
-CAASPP scores for ELA and Math	See CA Dashboard for 2019	5% growth

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

Provide teacher and administrator trainings on equity and academic achievement.

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)
1020.14	Title I Part A: Allocation

	5800: Professional/Consulting Services And Operating Expenditures Coherence Training-InnovatED
15,683.83	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Coherence Training-InnovatED
2,835.00	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Hanover Equity Training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide a Parent Liaison for translating documents and supporting parent and community needs.

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)

45,851.00

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Parent Liaison salary

22,237.80

Title I Part A: Allocation
3000-3999: Employee Benefits
Parent Liaison benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide a Curriculum Coach to support teachers with quality instruction and equal implementation of curriculum.

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)

83,465.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Curriculum Coach salary
26,979.84	Title I Part A: Allocation 3000-3999: Employee Benefits Curriculum Coach benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide training for beginning teachers

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)
3,537.53	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher Induction Program stipends
664.55	Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits benefits

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

Achievement of English Learners and Significant Subgroups

LEA/LCAP Goal

GIS will provide a program that supports all under performing students with effective academic interventions for English Language Arts and Mathematics.

Goal 2

English Learners and significant subgroups will increase achievement and meet performance standard goals for the CAASPP.

Identified Need

- Support for EL students in all subjects
- Support for targeted subgroups; socioeconomically disadvantaged, students with disabilities, Hispanic/Latino, African American

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores	See CA Dashboard 2019	Meet standard
ELPAC scores	54% progressed one level on ELPAC	Increase by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

Provide an ELD support staff for intervention and pull-out services.

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)

27,800.64	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Paraeducator salary
24,744.61	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits Paraeducator benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged, students with disabilities

Strategy/Activity

Provide after-school STEM 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)
2,560.00	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries Teacher hourly pay
1,000.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies STEM supplies
483.66	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits Teacher benefits for hourly pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Targeted students from subgroups

Strategy/Activity

Provide after-school Art 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)
1,250.00	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries Teacher hourly pay
338.12	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits Teacher benefits for hourly pay
500.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Art supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

Provide reading materials at home

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)
2,000.00	Title III Immigrant Education Program 4000-4999: Books And Supplies books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide additional physical education equipment

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)
-----------	-----------

6,254.39

Title IV Part A: Student Support and Academic
Enrichment
4000-4999: Books And Supplies
physical education equipment

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

Student Supports

LEA/LCAP Goal

GIS will increase engagement for parents and students by creating a positive school environment and making connections with the community

Goal 3

Provide a continuum of sustainable, effective, early intervention services that meet the physical, social and emotional needs of students and support academic achievement.

Identified Need

Social Emotional Learning
Physical Needs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	See CA School Dashboard for 2019	Move to Green

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)

Homeless and Foster Youth

Strategy/Activity

Provide clothing and school supplies for students in need.

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)

2,382.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
clothing and school supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide training for teachers and staff regarding school culture.

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)

7,405.00

Source(s)

Title I Part A: Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Flippen Group-Capturing Kids' Hearts training

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$255,332.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$279,993.11

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$189,340.78
Title II Part A: Improving Teacher Quality	\$22,720.91
Title III Immigrant Education Program	\$2,000.00
Title III Part A: Language Instruction for LEP Students	\$52,545.25
Title IV Part A: Student Support and Academic Enrichment	\$12,386.17

Subtotal of additional federal funds included for this school: \$278,993.11

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$1,000.00

Subtotal of state or local funds included for this school: \$1,000.00

Total of federal, state, and/or local funds for this school: \$279,993.11

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 Part A: Allocation	149,657.00	-39,683.78
Title III Part A: Language Instruction for LEP Students	25,092.00	-27,453.25
LCFF-ED	173,138.00	173,138.00
Title II Part A: Improving Teacher Quality	4,098.00	-18,622.91
Title III	3,538.00	3,538.00

Expenditures by Funding Source

Funding Source	Amount
	1,000.00
Title I Part A: Allocation	189,340.78
Title II Part A: Improving Teacher Quality	22,720.91
Title III Immigrant Education Program	2,000.00
Title III Part A: Language Instruction for LEP Students	52,545.25
Title IV Part A: Student Support and Academic Enrichment	12,386.17

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	90,812.53
2000-2999: Classified Personnel Salaries	73,651.64
3000-3999: Employee Benefits	75,448.58
4000-4999: Books And Supplies	12,136.39
5800: Professional/Consulting Services And Operating Expenditures	26,943.97

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	83,465.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	45,851.00
3000-3999: Employee Benefits	Title I Part A: Allocation	49,217.64
4000-4999: Books And Supplies	Title I Part A: Allocation	2,382.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	8,425.14
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3,537.53
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	664.55
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	18,518.83
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,000.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	27,800.64
3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	24,744.61
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	3,810.00
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	821.78
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	7,754.39

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	202,274.69
Goal 2	66,931.42
Goal 3	9,787.00
Goal 4	1,000.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mrs. Joi Tikoi	Principal
Mr. Randy Hackett	Parent or Community Member
Ms. Daniel Bubela	Other School Staff
Mrs. Lori Nethercut	Classroom Teacher
Mrs. Nadia Avramov	Parent or Community Member
Mrs. Jennifer Veske	Classroom Teacher
Mrs. Nina Zhukov	Parent or Community Member
Mrs. Victoria Dintu	Parent or Community Member
Mr. Daniel Reilly	Classroom Teacher
Mr. Maksim Ivantsou	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 2/5/2018.

Attested:

Principal, Joi Tikoi on

SSC Chairperson, Nadia Avramov on

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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.

Stakeholder 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 as 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 Stakeholder 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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.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