

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
Glen Edwards Middle School	31669516108351	September 17, 2020	November 3, 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.

To meet the goals of ESSA we as a school are continuing to focus on intervention, relationships, and safety for our students. These goals are in alignment with our LCAP. We braided together a variety of state and federal funds to help us in these areas.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Informal surveys are done with the staff through Google Docs. Parents surveys are done within the Association of Parents, Teachers and Students. We also survey our students to see how they are feeling about the school and improvements that we may make in order to meet their needs.

The survey's indicate that they want to be informed about current trends such as vaping, anti bullying, and how to help their children navigate social media. Teachers indicate that they want to work on developing a positive school culture as well as transparent communication. Students want to see more student lead activities on campus.

Classroom Observations

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

Formal classroom observations are conducted annually utilizing the district Certificated Evaluation Process. Informal walkthroughs observations are done daily during the school year by both the Principal and Assistant Principal. The informal walkthroughs focus on the goals that were introduced to the staff in the beginning of the year. This year the main focus for classroom walkthroughs are checks for understanding and engagement strategies.

Administration has notice an increase in student participation and engagement in the classroom. There has also been an increased focus on checking for understanding by the teachers throughout the lessons to inform instruction.

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)

Each fall Glen Edwards' test results are analyzed by administration and faculty to determine areas of needed growth. Data from CAASPP, SBAC Math and ELA, ELPAC and I-Ready are analyzed to modify instruction and increase student achievement. Both the English department and Math department meet and look at the SBAC data and set goals for the year. Each grade level identifies certain essential standards and then develops scoreboards for those standards. Daily and weekly classroom-based formative assessments provide further feedback to teachers to modify instruction, re-teach and provide intervention support to improve student achievement. iReady is used to identify students who need a weekly intervention class. Those students rotate that class to receive targeted help, based on data, every eleven weeks. Students who are at grade level participate in enrichment classes.

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

The staff meets every Monday in professional learning communities to review data from assessments. The results are used to effect curriculum and interventions. iReady diagnostic exams are taken every eleven weeks and that data is used to inform intervention and enrichment placements.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified in their credentialed area.

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

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

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

Due to COVID all days are early release during the 2020-21 school year. When Placer County Health Protocols allow us to resume full day instruction we will return to our original early Monday release where teachers and administration will engage in Professional Learning Communities around student data. In the meantime, we are having more organic PLC's around student engagement and achievement due to the fact that teachers are having to navigate both Interconnect and in-person learning. Additional time will be set aside for sharing data on student performance, evaluating current and best practices and determining improvements if needed to curriculum and instruction. Our primary focus in the classroom is on checking for understanding. We believe that this will help guide the instruction to meet the rigorous academic standards that we are asking our students to progress in.

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

The District has Teachers on Special Assignment that provide assistance.

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

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

Teaching and Learning

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

All State of California approved curriculum, textbooks, and support materials in language arts, mathematics, social science, and science classes are aligned to state standards. History is working to adopt new material to meet the needs of the students. Science is currently going through a pilot to find materials that meet the NGSS standards for our students.

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

"When Placer County health protocols allow us to resume our full in person model, we will return to a schedule that exceeds the minutes that are required by the state. In the meantime, we are following our five day minimum day model.

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

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

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

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

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

All materials are state approved and meet adoption criteria.

Opportunity and Equal Educational Access

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

At Glen Edwards Middle School, there are four groups of underperforming students, when compared to the overall school's academic performance: Hispanic/Latino, English Language Learners, Socio-Economically Disadvantaged students, and Students with Disabilities. The following classes are available to support students: English Language Arts and math intervention, English Language Development classes, after school tutoring, resource classes, and special day classes. We also offer study hall four days a week for an hour and a half to help students with their assignments. There is a classified staff member who monitors the students and helps assist them with their work. There are also Lincoln High School peer tutors that help the students with their work. When Placer County health protocols allow us to resume study hall in person in the library with the Lincoln High School tutors. In the meantime, we are going to continue to offer study hall virtually with the Lincoln High School tutors with out classified employee.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

The Panther Pride After-School Tutoring program is available to struggling students. Title I Intervention classes are available to struggling students. The Lighthouse Counseling Center in Lincoln is available for individual and family counseling to support students' success. Adult Education English Learner programs will also be available through the school district once COVID restrictions are lifted. We have after school study hall for any students who need the support. We offer Wellness Together for students who may need additional mental health supports that the school counselor is not able to accommodate.

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

- * ELAC
- * School Site Council
- * School Site Leadership Team

Funding

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

As math is our greatest area of weakness, an additional math teacher is funded with Title 1 funds to support struggling students. Additionally, teachers are provided release time for instructional planning.

Fiscal support (EPC)

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

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

School Site Council meets on the third Thursday of most months. There were two meetings held to develop the plan and get involvement. The first meeting was on September 19th to talk about ideas for expenditures for the year. At that meeting suggestions and input were gathered to develop the site plan. The team agreed on moving forward with the plan. At the meeting, there were no concerns but we did talk about what issues they would like to address for the remainder of the year. There was a second meeting on October 24th where the plan that was developed and the members could give their feedback or concerns. At both meetings, there was full attendance which included, two teachers, two students, two parents, and one classified staff member. The Site Plan is also presented and the ELAC meeting each year. We ask all members for feedback as we work through the details of the plan. This year we had to hold the meetings virtually due to the Protocols by Placer County. The virtual meetings have seemed to increase participation in ELAC and help us gather even more parent feedback. During the meeting, there was no issue brought up by the group and they agreed on the expenditures as outlined in the plan.

Resource Inequities

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

Right now our site is under construction which limits access to some parts of campus and can be loud at times. This construction is temporary and when completed it will allow our students to have access to a gym, a two-story building with fifteen classrooms and a library, new blacktop with basketball, hockey and wall ball. This project will bring our facilities to the same level as other schools in our area.

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
869	49.6	13.3	0.2

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	13.3
Foster Youth	2	0.2
Homeless	7	0.8
Socioeconomically Disadvantaged	431	49.6
Students with Disabilities	71	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	3.0
American Indian	6	0.7
Asian	12	1.4
Filipino	20	2.3
Hispanic	353	40.6
Two or More Races	10	1.2
Pacific Islander	8	0.9
White	425	48.9

Conclusions based on this data:

1. Nearly half of the students that attend our school are low Socially Disadvantaged. Due to this we must build supports for these students so that they can have the same access to their education as their peers. Some of the supports that can be put in place are intervention during the day and after school, access to technology, and exposure to activities outside of campus.
2. We have twelve percent of our student body who are English Language Learners. We will need to build supports for those students both inside and outside of the classroom. We will have both integrated and designated ELD supports for the students. We will also need to make sure that the parents of these students feel comfortable working with the school. We will have to reach out to those students and their parents in their home language and





make sure we have supports for them when we do events on campus. We will encourage these parents to participate in ELAC.

3. We will continue to put supports in place for our foster youth. We will continue to check on their progress when we have our weekly meetings about student needs.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="781 508 836 535">Blue</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1255 508 1326 535">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. We need to continue to work on developing alternatives to suspensions that hold our students accountable but do not take them out of school.
2. We need to continue to work on supporting our English Language Learners so that we can help them to increase their overall academic performance.
3. We need to continue to be vigilant about our attendance and follow school and district protocol if we have students with chronic absences. This is especially true during distance learning.

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>0.5 points above standard</p> <p>Increased ++3.7 points</p> <p>829</p>	<p>English Learners</p>  <p>Yellow</p> <p>46.6 points below standard</p> <p>Increased ++11.2 points</p> <p>187</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>22.9 points below standard</p> <p>Increased ++8.4 points</p> <p>407</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>93.9 points below standard</p> <p>Increased ++5.4 points</p> <p>97</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.1 points above standard Maintained ++0.5 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 47.9 points above standard Increased Significantly ++15.1 points 12	 No Performance Color 21.3 points above standard Increased Significantly ++28.2 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.5 points below standard Increased ++3 points 334	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 16 points above standard Maintained ++2.6 points 412

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
80.7 points below standard Increased Significantly ++15.6 points 104	3.9 points below standard Increased ++13.1 points 83	12.3 points above standard Maintained ++1.5 points 601

Conclusions based on this data:

- English Learners have increase significantly 15.6 points and are still 80.7 points below standard. We will continue to work on designated ELD to increase EL reading and access to grade level content.
- We will focus on increasing the amount of listening, speaking and writing in our classrooms to give out English Language Learners access to academic vocabulary.
- We will continue to work integrated ELD strategies in the content area classrooms to increase student proficiency.

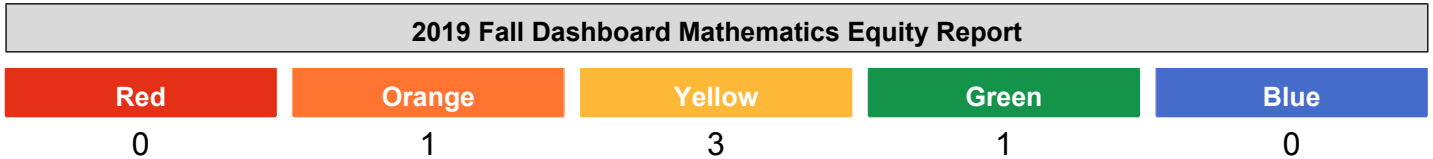
School and Student Performance Data

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>20.3 points below standard</p> <p>Increased ++3 points</p> <p>813</p>	<p>English Learners</p>  <p>Yellow</p> <p>73.3 points below standard</p> <p>Increased ++14.1 points</p> <p>185</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>49.3 points below standard</p> <p>Increased ++7.5 points</p> <p>401</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>122.1 points below standard</p> <p>Increased ++3.7 points</p> <p>95</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 42.5 points below standard Increased ++7.7 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 35.4 points above standard Increased ++12.2 points 12	 No Performance Color 9.9 points above standard Increased ++14.2 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.1 points below standard Increased ++6.7 points 329	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Green 1.5 points above standard Maintained ++0.8 points 402

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
106.9 points below standard Increased Significantly ++27.3 points 104	30.2 points below standard Increased ++7.1 points 81	6.9 points below standard Maintained -2.4 points 587

Conclusions based on this data:

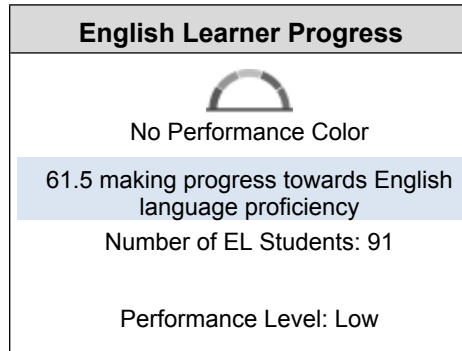
1. We need to focus on integrated strategies to help our E.L students access grade level content area curriculum and increase reading and math scores.
2. We will focus on ways to support our co-teachers by exposing them to UDL strategies and giving them time to plan as a co-teaching group.
3. We will work to increase our Socially Economic Disadvantaged students who meet/exceed the state standard by five percent.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.9	27.4	3.2	58.2

Conclusions based on this data:

1. 20.7% of our EL students demonstrated that they were well developed in language acquisition in 2019.
2. Of 111 EL students in 2019, 7.2% are at the beginning stage of learning the English Language in speaking, reading, writing, and listening.
3. We will continue to plan supports to increase EL students English Language Acquisition focusing on LTELs.

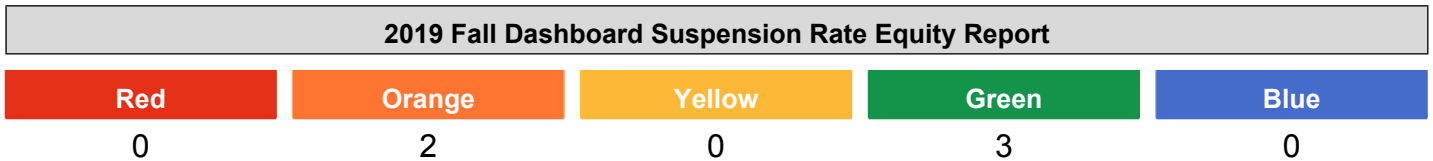
School and Student Performance Data

Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>5.3</p> <p>Declined -0.7</p> <p>912</p>	<p>English Learners</p> <p>Orange</p> <p>9.7</p> <p>Increased +1.3</p> <p>124</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.5</p> <p>Declined -1</p> <p>464</p>	<p>Students with Disabilities</p> <p>Green</p> <p>6.2</p> <p>Declined -5.5</p> <p>113</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.8 Declined -4.5 26	 No Performance Color Less than 11 Students - Data 6	 No Performance Color 0 Declined -10 13	 No Performance Color 0 Declined -12.5 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.8 Increased +0.5 364	 No Performance Color 19 Increased +19 21	 No Performance Color Less than 11 Students - Data 8	 Green 4.4 Declined -1.2 454

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	5.3

Conclusions based on this data:

1. We will continue to find alternative consequences for SPED students to help keep them in school while reflecting on their behavior choices.
2. We will continue to find alternative consequences for low socioeconomic and EL students to help keep them in school while reflecting on their behavior choices.

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 Achievement

LEA/LCAP Goal

1 & 2

Goal 1

Academic Achievement

Identified Need

Increasing student proficiency on SBAC testing for ELA and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will use state testing data including CAASPP and ELPAC to monitor students progress in the reading.	61% of all students are below grade level in reading.	By the end of the year, we will increase 15% of students to move to standard met in reading.
We will use CAASP for math to determine student growth and student academic needs. This data will be used to identify intervention supports needed throughout the day.	67% of all students are below grade level in math.	By the end of the year, we will increase 15% of students to move to standards met in math in the area of concept and procedures.
We will use SBAC data to plan essential standards in ELA and Math. We will also use SBAC data to identify students who need long-term intervention and supports during the school day. Additionally, we will use SBAC to inform enrichment opportunities for students achieving at or above standards.	On the ELA SBAC, 48% of students were below standard and on the Math SBAC, 54% of students were below standard.	On the 2019-2020 SBAC, we will increase 5% in meeting of overall score.

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

- A). Additional tutoring/support for students.
- B). Supplying technology so students can access intervention programs online and to help support with distance learning.
- C). Standards plus to help supplement the loss of learning for students and to support students who are below grade level.
- D). Teacher training to support staff with implementation of UDL strategies.
- E). Purchase of hands up materials for math.
- F). Teacher for WEB class.
- G). Friday intervention
- H). Intervention and Enrichment coordinators to support student learning.
- I). Copy supplies for students and teachers so that they can access the materials needed.

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)

20,000

Source(s)

Title I

2000-2999: Classified Personnel Salaries

A). Math and ELA tutors will be available two days a week after school to help any student who needs support in Math or English. Also we will have the library open four days a week for an hour and a half after school. There will be an adult to supervise the library and tutors from Lincoln High School to help the students.

Additional teacher will be hired to target non duplicated students. This would include but not limited to tutoring, setting SST and 504 meetings, and parent communication. This person will work closely with the school counselor.

25,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies B). Purchase of online learning materials or instructional technology to foster student learning while they are not able to attend school.
17,977.38	Title I 4000-4999: Books And Supplies C). Standards Plus curriculum to help students who are below grade level or may have experienced learning loss during distance learning. Curriculum will be purchased for each students in the English class and all Strive classes.
6,000	Title I 4000-4999: Books And Supplies D). Students who are below grade level will be in an intervention class four days a week. Students who are at grade level will have the opportunity to take an enrichment class during this time. This will ensure that all students have to opportunity to participate in an intervention or enrichment class. Supplies will need to be purchased for all classes offering during the 40-minute intervention period.
500	Title I 4000-4999: Books And Supplies E). Purchase of math resources for engagement strategies for the math department to help support them with engagement strategies and hands on learning for our students.
66,443	Title I 4000-4999: Books And Supplies F). Teacher to teach WEB classes to create a connection to school.This class fosters a positive environment where students learn from other students the culture of the school. Students are also mentored by 8th grade students throughout the year. . Class is taught by a credentialed teacher who has been trained in the WEB curriculum.
35,557	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries F.1) Teacher to teach WEB classes to create a connection to school.This class fosters a positive environment where students learn from other students the culture of the school.

	Students are also mentored by 8th grade students throughout the year. . Class is taught by a credentialed teacher who has been trained in the WEB curriculum.
3,000	Title I 1000-1999: Certificated Personnel Salaries G). Friday intervention for students who are struggling with behavior and academics. Program will explicitly teach life skills, social skills, and executive functioning skills to our at risk students. It will also certificated teacher to support students with their academics.
3,000	Title I 1000-1999: Certificated Personnel Salaries H). PAW coordinators to look at our data to help facilitate and place students in intervention or enrichment classes.
5,500	Title I 4000-4999: Books And Supplies I).Supplies for the Riso Machine and paper to make copies for students.

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

- A). PLC weekly meetings.
- B). Leadership meetings to develop school culture and instruction.
- C). Monthly meetings to discuss STRIVE intervention classes.
- D). Professional development to support history teachers with new adoption.
- E). Purchase supplies and professional development for Project Lead the Way.
- F). Professional development for administration.
- G). Professional development for Science teachers to implement the new standards.
- I). Professional development for Physical Education to support with ideas with limited facilities.
- j). Substitutes to support teachers attending professional development.

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)
	A). Teachers meet weekly in PLC's to collaborate, analyze data and make adjustments to instructions and curriculum.
	B). Bi-weekly meetings with leadership to discuss school wide issues, develop philosophies, and school wide system to increase student achievement.
	C). Development of a STRIVE committee to discuss teaching strategies, criteria for the class, and best strategies to meet the needs of our students.
800	Title I 1000-1999: Certificated Personnel Salaries D). History teachers will attend professional development training to help with their new adoption. They will also attend training offered by SCOE and PCOE or have designated planning time to adopt the new TCI curriculum.
2000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies E). Implementation equipment for Project Lead the Way curriculum.
4000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures F). Administration will attend multiple professional development in services.
5000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures G). Science teachers will attend conferences to help support them with the new NGSS standards. They will also have opportunities throughout the to meet as a department or grade level teams to discuss strategies to implement curriculum. Including attendance to

	the national conference out of state either virtual or in person.
200	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures I). Professional development for Physical Education Department to update teaching practices and refine and advance their Physical Education Program with innovative practices.
500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures j). Substitute teachers for various teacher PD provided through the Placer County Office, Sacramento County Office of Education, as well as district sponsored events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- a). Monitoring student learning.
- b). PLC's to monitor student growth.
- c). Department leads

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)
250	LCFF-Base (Site Fund) A). There will be one all day meeting for math and English where they will focus on student progress and set goals for their students.
	B). Weekly PLC's to look at student data, scoreboards, and have discussion on student progress.
12,500	Title I 1000-1999: Certificated Personnel Salaries

D). Nine lead curriculum teachers to facilitate PLC's, analyze data, align curriculum, monitor pacing, and help lead articulation meeting to help close the achievement gap with students. The will also case manage and assist in monitoring interventions that are needed for student success.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- A). Library resources for students.
- B). Literary resources for history and science.
- C). Lab materials for Science.
- D). Printing materials for interventions.
- E). Transportation for science camp.
- F). Enrichment for music students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies A). Increase library selections for both grade level and under performing students. Enhance the number of non-fiction books to align with Common Core. Increase high interest/low reading level texts. This will help struggling readers have access to books to practice their individual reading skills.
4000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies B). Scholastic magazines are used in History, Science, L/A, and intervention classes. They are grade level interest and Common Core.
2400	Title I

	<p>4000-4999: Books And Supplies C). Lab supplies for Science classes to engage students in the NGSS and Common Core Standards. These labs will supplement the core curriculum and give our struggling learners hands on activities and will allow them better access to the core curriculum. This will help to close the achievement gap. These labs allow students to have an opportunity to extend their learning that would not be possible without these funds.</p>
6900	<p>Title I 4000-4999: Books And Supplies D). Copying and printing cost specific to our intervention programs in Language Arts and Math.</p>
0	<p>LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures E). Bus transportation 2 times a day for 4 days for 6th grade science camp.</p>
1800	<p>LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries F). Music teacher will teach a jazz band class for thirty minutes two days a week. This will give students extended practice for their jazz band class.</p>

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 Acquisition

LEA/LCAP Goal

2

Goal 2

All English Learners will progress one language level as measured by ELPAC.

Identified Need

We presently have too many 8th graders going to the high school who are either Long-Term English Learner or at-risk of becoming Long-Term English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will look at ELPAC, ELA and Math grades, iReady Reading, and SBAC scores.	20.72% of EL students were at the bridging level.	We will reclassify 5% more with appropriate supports.

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)

We have a Designated ELD class for newcomers, 6th grade ELs, 7th grade ELs and 8th grade ELs. These students also receive integrated support within their content areas classes.

Strategy/Activity

- a) Additional tutoring for students.
- B) Standards Plus training for teachers in STRIVE classes.
- C). Supplies for ELD teacher to support with ELA teaching strategies for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	<p>Title I 1000-1999: Certificated Personnel Salaries a) Math and ELA tutors will be available four days a week after school to help any student who needs support in Math or English. This will be done in the library and they will have support from students from Lincoln High School.</p> <p>SEE GOAL 1 FOR EXPENSES</p>
	<p>B) STRIVE classes will be provided during the school day to address students with deficits in math and ELA</p> <p>SEE GOAL 1 FOR EXPENSES</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- A) Training in Guided Language Acquisition and Design for ELD teachers.
- B) Classroom observations to observe content area curriculum in order to support EL students in designated ELD.
- C) High school peer tutors to work with middle school EL students.
- D) Staff training in instruction around academic and content area vocabulary.
- E). Professional development that will be used to directly improve the instruction of our English Language Learners.

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)

	Teacher will collaborate with other teachers in the district to collaborate on GLAD strategies.
300	Title I 1000-1999: Certificated Personnel Salaries B) 4 days a year (1 day per quarter) to meet with ELA department on their prep periods to identify how to support language in Designated ELD.
	C) Collaborate with virtual peer tutor organizer at LHS to arrange for high school students to come mentor/tutor lower level EL students in core content area classes as well as support with engagement within the community. SEE GOAL 1 FOR EXPENSES
	D) Staff professional development to focus on teaching vocabulary and integrated EL strategies for all staff. SEE GOAL 1 FOR EXPENSES
1,000	Title I 5000-5999: Services And Other Operating Expenditures E). Conferences such a CAFE and new teacher training that will help support teachers with strategies to implement in their classrooms and share with staff.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- A) Resources to meet the needs of GLAD units.
- B) High interest- low level novels to allow access to student levels of reading for engagement.
- C) Math manipulatives for tangible math learning.
- D) Curriculum charts for the ELD classroom.
- E) Resources to incorporate appropriate leveled ELD strategies for designated ELD time.

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)
150	Title I 4000-4999: Books And Supplies a) Chart paper, easel for chart paper, and markers for GLAD strategies in the classroom.
500	Title I 4000-4999: Books And Supplies B) High interest- low level novels to engage students in reading and learning the English language.
100	Title I 4000-4999: Books And Supplies C) Math manipulatives to make math comprehensible for EL students.
500	Title I 4000-4999: Books And Supplies D) Curriculum charts to make learning visible in the classroom: maps, science anchors, etc.
100	Title I 4000-4999: Books And Supplies F) sentence strips, large pocket sentence chart large pocket sentence chart stand/easel, mini pocket charts

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

3

Goal 3

College & Career at high school -- 3/4 on SBAC and able to take a-g classes as 9th graders

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC data for ELA and math.	46% of students met or exceeded standards in math. 52% of students met or exceeded standards in ELA.	Students will increase in meeting and exceeding standards 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)

All students

Strategy/Activity

- A) College paraphernalia visible around the school and administrative offices to promote colleges.
- B) Guest speakers to present about different opportunities post-high school.
- C) Field trips to colleges.
- D) Guest speakers from the high school to share academic experiences and expectations with students.
- E) Materials and guest speakers for college and career fair.

F). Exposure to cultural events such as plays or musicals that our students may not have access to.

G). Add more elective choices for students.

H). Support for AVID program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF-Supplemental (Site Fund) 0000: Unrestricted a) Promote college and career readiness by celebrating the paths that teachers took to earn their degrees.
	B) Promoting college and career readiness by bringing in guest and motivational speakers for the students. Educating them on what it takes to achieve their goals.
500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures C) Set up visits to college programs to look at both four year and vocational tracks.
500	Title I 5000-5999: Services And Other Operating Expenditures College visits for our low income and E.L. students. Expose out most needed students to college campuses.
	E) College and Career Fair to expose 8th grade students to opportunities post-secondary education.

	F) High School students to come to GEMS to share insights about academic expectations at middle school to help prepare students to be successful in high school
5,500	<p>Title I</p> <p>Funds to help support the AVID program to develop virtual tutors and pay for field trips, guest speakers, and supplies needed to help integrate AVID Strategies into school.</p>
500	<p>LCFF-Base (Site Fund)</p> <p>1000-1999: Certificated Personnel Salaries Honors coordinator to help support the honors program. This includes organizing field trips, sending out and helping with honors applications, and being the lead for honor academy meetings.</p>

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

Culture & Climate

LEA/LCAP Goal

4

Goal 4

Create a safe, positive school climate increasing the student average daily attendance rate .

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates in YDI and Culture Summit PD.	We currently have 33% of staff who have been trained in YDI or Culture Summit.	100% of staff will participate in Culture Summit or YDI by Spring 2022.

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 certificated staff

Strategy/Activity

- A). YDI Training
- B). YDI strategy focus
- C). YDI staff development
- D). YDI
- E). Monthly award ceremonies to celebrate student success.
- F). Staff recognition

g). Grade level P.E. classes

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)
	A). Teachers will attend 4 day YDI training to advance positive relationships and development of students.
	B) YDI strategies will be identified and reinforced during informal and formal observations.
	C). YDI will be used as a lense for planning staff development.
	D). YDI breakfasts once monthly by departments.
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies E). Panther Pride recognition of students through certificates, key chains, and lunch will be provided for students identified by teachers to have excellent citizenship.
200	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies F). Prowling Panther recognition given to staff by staff and Above and Beyond.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

A). PBIS Committee for school culture.

B). Incentives for student improvement.

- C). Incentives for students who are improving in interventions.
- D). Promote PBIS strategies.
- E). Professional development for PBIS
- F). Purchase of bikes for P.E. teachers to actively supervise students.
- G). Increase security for proactive supervision.
- H). Counseling and support with students who have substance abuse issues.
- I). Assemblies to support school culture and rules at school.
- J). Training campus supervisors on proactive supervisions.
- K). Prizes for the book challenge

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)
	A). Meetings twice a month to develop PBIS strategies for the school. The team will meet to develop and common set up rules and positive supports for the students
	B). Monthly incentives for improvements in academics, following school rules, being an excellent citizen. This will be done at our Panther Pride ceremony at the end of each month.
2000	Title I 4000-4999: Books And Supplies C). Incentive for iReady and State testing. Purchase incentive prizes for those students who show growth and effort on these exams to encourage academic fortitude This would be used to support our students who are below grade level and making improvements.
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

	D). Purchase of signage for PBIS rules and expectations to help promote the school wide rules and expectations for the school.
2000	Title I 5000-5999: Services And Other Operating Expenditures E). Professional development for PBIS at GEMS. This will help to support the team that is going to be starting up the PBIS program at our site. This will be used to specifically reduces suspensions our E.L., low SES students, and out Special Education Students.
5000	Title I 1000-1999: Certificated Personnel Salaries F). Providing professional development to help with a positive staff culture. This will help support our students by helping relationship capacity with adults and students.
	H). Continued counseling and support for student who have issues with drugs and alcohol. Counselor and administration was in brief intervention training. This will be used when students are caught with drugs or alcohol.
10000	Title I 5800: Professional/Consulting Services And Operating Expenditures I). Assemblies/field (I.E. Point Break) trip to teach proactive behaviors to help with current issues that are identified by school and staff surveys. This will be focused on our most struggling learners and specific data will be analyzed to pick participants.
500	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures J). All campus monitors to attend active supervision training to ensure school safety and positive culture.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- A). Treasure-hunt walk through.
- B). PLC's to talk about instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries A). Treasure Hunt walk through. Teachers will walk each others room to pick out strategies that can help students progress in their learning. Teachers can then share these ideas as a staff. Sharing these strategies will help support our E.L. students as well as our struggling learners.
	B). Teachers will share best practices during PLCs as well as staff meetings.

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

Learning Environment

LEA/LCAP Goal

5

Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

Identified Need

Updating facilities and giving students access to technology.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of computers per core classes	All core content area classes have a chromecart.	Update older chromebooks each year to ensure all students have access to technology in their core classes.
Gym and new office building will be complete by Fall 2020	Facilities are currently being updated. The gym and office building are being built.	Both the gym and new building will be completed by Fall 2021.

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

- b). Purchase of mice and headphones for current Chrome carts that need replacement.
- b.1). Purchase of mice and headphones for current Chrome carts that need replacement.

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)

550

LCFF-Base (Site Fund)
4000-4999: Books And Supplies
B), Headphones and mice need to be replaced on some Chrome Books.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

A). Rock wall repair

b). Ropes course certification

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)

1000

LCFF-Base (Site Fund)
6000-6999: Capital Outlay
A). The rock wall is in need of repair to get it up to current updated standards.

2657

Title I
6000-6999: Capital Outlay
b). Maintaining, enhancing, and certifying the ropes course -- The ropes course teaches students about teamwork and perseverance, and its use is prioritized for at-risk students. This will allow our teachers to stress the skills of perseverance and citizenship which are essential skills to be successful in the classroom.

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

Parent Involvement

LEA/LCAP Goal

1, 2 & 5

Goal 6

Increase parent and community involvement and participation in school activities with emphasis on the Latino community by:
 1) Have a representative on the SSC representing the Latino community.
 2) Sponsor or host two educational or community building events for the Latino community.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at SSC, ELAC, and APTS.	Full attendance at SSC and APTS. ELAC attendance fluctuates.	Increase attendance at ELAC by 50% at all meetings.
Attendance at Science Night, VAPE Night, and Coffee with a Principal.	Decrease in parent attendance at Science Night from 2018 to 2019 school year. Increase in EL parent participation in VAPE Night Informational meeting.	Increase in opportunities for parent participation to be more connected with the site.

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 parents/guardians.

Strategy/Activity

A) Training for parents in use of Schoology.
 B) Increase technology for parent access on campus.

- C) Purchase school agendas annually for student organization and schedules.
- c.1) Purchase school agendas annually for student organization and schedules.
- D) Materials and manipulative for math night.
- E) Science resources and materials for hands on engagement for parents and students.
- F) Materials and resources for cultural night.
- G) Stamps to mail resources and materials to parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	A) Continue promoting and supporting the use Schoology by parents to monitor their students achievement and communicate with the staff.
	B) Increase parental involvement by providing computers, printer, and work space in the office for those families that don't have access at home.
2000	Title I 4000-4999: Books And Supplies C). Student agenda provide the parent and student with an organizer including school policies and procedures.
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

	c.1) Student agenda provide the parent and student with an organizer including school policies and procedures.
1000	<p>Title I 1000-1999: Certificated Personnel Salaries E) Math education night to teach parents about the new standards and ways that they can help support their children in their learning. This night will be dedicated to support our parents who do not understand the Common Core Standards and who's child is struggling in the class.</p>
1049	<p>Title I - Parent Involvement 1000-1999: Certificated Personnel Salaries F) Science night for students and parents. Have a fun night where students and parents can do hands on activities. This will encourage both student and parents to get excited about Science. This will be dedicated to hands on activities for those student who do not have access to hands on activities at home. The main focus will be to build a love of learning of Science.</p>
961	<p>LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries F.1) Science night for students and parents. Have a fun night where students and parents can do hands on activities. This will encourage both student and parents to get excited about Science. This will be dedicated to hands on activities for those student who do not have access to hands on activities at home. The main focus will be to build a love of learning of Science.</p>
3677	<p>Title I 1000-1999: Certificated Personnel Salaries G) Cultural night. A night to celebrate all cultural backgrounds of our students and celebrate our likenesses and differences. Educate our school community on our diversity. This will be a student run event with parent participation where we educate each other on the diverse cultures at GEMS.</p>

720	Title I 4000-4999: Books And Supplies I) Postage for report cards, celebrations, SARB, and at risk notifications are all efforts to inform and communicate with parents.
480	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies i.1). Postage for report cards, celebrations, SARB, and at risk notifications are all efforts to inform and communicate with parents.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

- A) Parent Liaison to communicate with families.
- B) Parent Project to communicate about family and school issues.
- C). IEP days
- D). Translation for Spanish Speaking parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	A) District funded Parent Liaison to support after hour activities such activities as parent conferences, 504 meetings and SST's.
	B) Parent Project to communicate about family and school issues. This program is directed to our Spanish speaking families to help support students and parents with school and family life.
499.62	Title I 1000-1999: Certificated Personnel Salaries C). Schoology lead to help teachers and parents with Schoology. This will be the lead person for

	both teachers and parents to contact if they need support with Schoology.
817	Title I - Parent Involvement 2000-2999: Classified Personnel Salaries D). Translators to help with communication for parent conferences, math night, and science night.

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
LCFF-Supplemental (Site Fund)	83,698.00	0.00
Title I	184,724.00	0.00
Title I - Parent Involvement	1,866.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	2,300.00
LCFF-Supplemental (Site Fund)	83,698.00
Title I	184,724.00
Title I - Parent Involvement	1,866.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,750.00
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	70,143.62
2000-2999: Classified Personnel Salaries	20,817.00
4000-4999: Books And Supplies	147,520.38
5000-5999: Services And Other Operating Expenditures	14,200.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
6000-6999: Capital Outlay	3,657.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	LCFF-Base (Site Fund)	250.00
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	500.00
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	550.00
6000-6999: Capital Outlay	LCFF-Base (Site Fund)	1,000.00
0000: Unrestricted	LCFF-Supplemental (Site Fund)	500.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	38,318.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	34,180.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	10,700.00
	Title I	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	30,276.62
2000-2999: Classified Personnel Salaries	Title I	20,000.00
4000-4999: Books And Supplies	Title I	112,790.38
5000-5999: Services And Other Operating Expenditures	Title I	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00
6000-6999: Capital Outlay	Title I	2,657.00
1000-1999: Certificated Personnel Salaries	Title I - Parent Involvement	1,049.00
2000-2999: Classified Personnel Salaries	Title I - Parent Involvement	817.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	224,327.38
Goal 2	2,650.00
Goal 3	7,500.00
Goal 4	21,700.00
Goal 5	4,207.00
Goal 6	12,203.62

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

Name of Members	Role
Lance Van Court	Principal
Wendy Hamasaki	Classroom Teacher
Holly Baser	Other School Staff
Bill Trueman	Classroom Teacher
Jennifer VanSant	Parent or Community Member
Connie Crawford	Parent or Community Member
Laura Sanchez	Parent or Community Member
Gavin Roaker	Secondary Student
Ava Manning	Secondary Student

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
	Other: English Learners Staff

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 Oct 14, 2019.

Attested:

Principal, Lance Van Court on
SSC Chairperson, Wendy Hamasaki on