



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	October 14, 2021	December 21, 2021

Purpose and Description

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

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified in their credentialed area.

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

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

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

Now that Placer County Health Protocols has allowed us to resume full-day instruction, we returned to our original early Monday release where teachers and administration engage in Professional Learning Communities around student data.

This year we have added a Learning Center to our campus. We have a credentialed teacher who is in charge of the center. She is providing "Tier Two" interventions to the students throughout the school day. A majority of our staff training is centered on her sharing the data that is collected through the center's work so we can identify patterns and academic needs for our students. Additional time will be set aside for sharing data on student performance, evaluating current and best practices, and determining improvements (if needed) to curriculum and instruction.

Our primary focus in the classroom is on checking for understanding. We believe that this will help guide our instruction to meet the rigorous academic standards that we are asking our students to progress in.

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

The District has Teachers on Special Assignment that provide assistance. New teachers also have access to Placer County's induction program.

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 better align with the NGSS standards.

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

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

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

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

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

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

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

All materials are state approved and meet adoption criteria. Science is currently going through the adoption cycle and will have newer, state-approved NGSS materials approved by the end of the year.

Opportunity and Equal Educational Access

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

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

We also offer a study hall 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.

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

The Panther Pride After-School Tutoring program is available to struggling students. Title I Intervention classes are available to struggling students. The Lighthouse Counseling Center in Lincoln is available for individual and family counseling to support students' success. 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 support. We offer Wellness Together for students who may need additional mental health supports that the school counselor is not able to accommodate. We also added a Learning Center this year to help students during school hours. This center is staffed with a credentialed teacher, aide, Lincoln High School Tutors, and volunteers from the community.

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

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

Funding

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

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

Fiscal support (EPC)

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

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 October 14th to talk about ideas for expenditures for the year. At that meeting suggestions and input were gathered to develop the site plan. The team agreed on moving forward with the plan. At the meeting, there were no concerns but we did talk about what issues they would like to address for the remainder of the year. There was a second meeting on November 11th where the plan was developed and the members could give their feedback or concerns. The Site Plan is also presented and the ELAC meeting each year. 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 COVID-19 safety protocols put in place 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.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.69%	0.92%	0.7%	6	8	6
African American	2.99%	1.96%	2.1%	26	17	17
Asian	1.38%	1.61%	1.9%	12	14	16
Filipino	2.30%	2.07%	2.8%	20	18	23
Hispanic/Latino	40.62%	40.85%	43.9%	353	355	363
Pacific Islander	0.92%	0.81%	0.6%	8	7	5
White	48.91%	49.25%	45.0%	425	428	372
Multiple/No Response	%	0.69%	2.1%		16	17
Total Enrollment				869	869	827

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	284	270	264
Grade 7	308	287	273
Grade 8	277	312	290
Total Enrollment		869	827

Conclusions based on this data:

1. There was a slight decrease in enrollment in the 2020-2021 school year.
2. The student demographic breakdown (by ethnicity) has remained consistent over the last three years.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

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

Goal 1

Improve Academic Achievement in all areas

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady will be used for reading to determine student growth and students academic needs. This data will be used to identify which students need intensive interventions throughout the day. We will also use that data to compare how students did on last year SBAC to see how we can target instruction for the students.	51% of all students are below grade level in Language Arts at Glen Edwards.	By next year we will increase our level of students achieving at grade level by 8% percent school wide.
We will use iRady for Math to determine student growth and student academic needs. This data will be used to identify intervention supports needed throughout the day. We will also use that data to compare how students did on last year SBAC to see how we can target instruction for the students.	70% of students are below grade level in Math at Glen Edwards.	By next year we will increase or level of students achieving at grade level by at least 10% school wide.
We will provide a Student Study Center where students	There is no baseline because this is a brand new program.	We expect at least 10% of our student population to use this

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
can go throughout the day to get extra support for their academics. There will also be an after school tutoring program to support the students.		setting to help them progress in their academics and receive support. We expect that all teachers will use this resource in order to help support their students academically.
We will look at the number of our EL students who are being re-classified. We will also look at ways that we can increase support to help teachers implement teaching strategies to meet the learning needs of these students.	This year we had 16.7% of our English Learners get reclassified.	We will have 20% be reclassified next year. We also hope to have 50% of our teachers have our EL Specialists work with them individually or in their classrooms to help improve our support for EL students next year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

81,538

Source(s)

Title I

	<p>1000-1999: Certificated Personnel Salaries A credentialed teacher who is dedicated to helping students who need to be retaught concepts, need help with retakes for tests, need support on difficult concepts that the teacher may not have time to teach. This teacher will also collect data from the departments so they can track how students are progressing and see if they are seeing any patterns of students who are coming to the Learning Center on a regular basis.</p>
44,462	<p>LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries A credentialed teacher who is dedicated to helping students who need to be retaught concepts, need help with retakes for tests, need support on difficult concepts that the teacher may not have time to teach. This teacher will also collect data from the departments so they can track how students are progressing and see if they are seeing any patterns of students who are coming to the Learning Center on a regular basis.</p>
2,290	<p>Title I 2000-2999: Classified Personnel Salaries An Aide to work in the Learning Center to support the teacher in their duties. This person would work directly with students to help support them.</p>
6,587	<p>LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries An Aide to work in the Learning Center to support the teacher in their duties. This person would work directly with students to help support them.</p>
28,413	<p>Title I 2000-2999: Classified Personnel Salaries Math and ELA tutors will be available two days a week after school to help any student who needs support in Math or English. Also, we will have the library open four days a week for an hour and a half after school. There will be an adult to supervise the library and tutors from Lincoln High School to help the students.</p>
3,000	<p>Title I 1000-1999: Certificated Personnel Salaries</p>

	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
6,000	Title I 4000-4999: Books And Supplies Supplies for the Riso Machine and paper to make copies for students.
6,800	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Teachers meet weekly in PLC's to collaborate, analyze data and make adjustments to instructions and curriculum.
1,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Instructional materials to support the implementation of the TCI Curriculum for targeting instruction for students.
2,000	Title I 4000-4999: Books And Supplies 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 offered during the 40-minute intervention period.
60,909	Title I 1000-1999: Certificated Personnel Salaries Credentialed teacher to teach our STRIVE class which helps to support students that are two grade levels or below in Math or English. This class will help support the students in their classes and also help them develop their basic skills.
51,011	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Credentialed teacher to teach our STRIVE class which helps to support students that are two grade levels or below in Math or English. This class will help support the students in their

	<p>classes and also help them develop their basic skills.</p>
3,000	<p>Title I 1000-1999: Certificated Personnel Salaries Friday intervention for students who are struggling with behavior and academics. Program will explicitly teach life skills, social skills, and executive functioning skills to our at risk students. It will also certificated teacher to support students with their academics.</p>
	<p>None Specified</p> <p>Teachers meet weekly in PLC's to collaborate, analyze data and make adjustments o instructions and curriculum. They will focus their meetings on school wide data and ways the help the students progress based on that data.</p>
	<p>None Specified</p> <p>Bi-weekly meetings with leadership to discuss school wide issues, develop philosophies, and school wide system to increase student achievement.</p>
5,004	<p>Title I 5000-5999: Services And Other Operating Expenditures Administration will attend multiple professional development in services.</p>
9,440	<p>Title I 4000-4999: Books And Supplies Purchase of Promethean Boards for departments that still need them. These boards will be used to increase student engagement, give more visuals to the students, the ability to interrelate lesson in real time. Training to use these boards will be given by a representative from the district or other teachers on site for no cost.</p>
2,500	<p>LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Lab supplies for Science classes to engage students in the NGSS and Common Core Standards. These labs will supplement the core</p>

	curriculum and give our struggling learners hands on activities and will allow them better access to the core curriculum. This will help to close the achievement gap. These labs allow students to have an opportunity to extend their learning that would not be possible without these funds.
12,500	Title I 1000-1999: Certificated Personnel Salaries Nine "lead curriculum" teachers to facilitate PLC's, analyze data, align curriculum, monitor pacing, and help lead articulation meeting to help close the achievement gap with students. They will also case manage and assist in monitoring interventions that are needed for student success
500	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries 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
1,100	Title I 4000-4999: Books And Supplies New Riso machine to help support teachers make copies for students. This machine was needed as the old one was not functional.
1,200	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies New Riso machine to help support teachers make copies for students. This machine was needed as the old one was not functional.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 0000: Unrestricted Promote college and career readiness by celebrating the paths that teachers took to earn their degrees.
1000	Title I 5000-5999: Services And Other Operating Expenditures Set up visits to college programs to look at both four year and vocational tracks.
4,500	Title I 5000-5999: Services And Other Operating Expenditures 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.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies

	Increase library selections for both grade-level and underperforming students. Enhance the number of non-fiction books to align with Common Core. Increase high interest/low reading level texts. This will help struggling readers have access to books to practice their individual reading skills.
4000	Title I 4000-4999: Books And Supplies Scholastic magazines are used in History, Science, L/A, and intervention classes. They are grade-level interest, Common Core aligned, and encourage increased interactions with expository text.
1,000	Title I 1000-1999: Certificated Personnel Salaries Professional development for all departments. These trainings are to be approved by administration and must be connected to our site or district goals.
1,500	Title I 1000-1999: Certificated Personnel Salaries Substitute teachers for various teacher PD provided through the Placer County Office, Sacramento County Office of Education, as well as district sponsored events.
1,200	Title I 4000-4999: Books And Supplies Delta Math to help teachers design individualized curriculum for their students. It also allows teachers to create targeted interventions for their students.
500	Title I 1000-1999: Certificated Personnel Salaries Treasure Hunt walkthrough. 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.
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Headphones and mice need to be replaced on some Chrome Books.
1,425	Title I 4000-4999: Books And Supplies

	Nearpod for history classes. This allows the teachers to expand their lessons and give targeted instruction for their students.
4,300	Title I Brain POP supplemental curriculum for all subjects to target EL interventions in the classes.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Support our ELD students in and out of the classroom.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	Title I 1000-1999: Certificated Personnel Salaries 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.
1,000	Title I 2000-2999: Classified Personnel Salaries 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.
1,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences such a CAFE and new teacher training that will help support teachers with strategies to implement in their classrooms and share with staff.
100	Title I

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Support for our Elective Programs

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I
4000-4999: Books And Supplies
Continued financial support to cover the cost of increasing student access to our media arts electives classes (GEMS T.V.). There are a lot of equipment, subscriptions and other costs of running the program, and increasing enrollment has led to increased costs. The increase in enrollment is due to a focused effort on

	<p>increasing participation for our unduplicated pupils.</p>
<p>2,000</p>	<p>Title I 4000-4999: Books And Supplies Continued financial support to cover the cost of increasing student access to our yearbook electives classes. There are a lot of equipment and other costs of running the program, and increasing enrollment has led to increased costs. The increase in enrollment is due to a focused effort on increasing participation for our unduplicated pupils.</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

School & Community Engagement

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey of students and staff to see if they are able to identify the PBIS rules at our school.	Spring of 2020 60 percent of students and staff could clearly identify the PBIS rules.	By Spring of 2021 85 percent of our students will be able to identify the PBIS rules at our school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	<p>Title I 1000-1999: Certificated Personnel Salaries We will hire two teacher leads to support PBIS Activities. One will focus on behavior data and proactive ways to help students make positive decisions when it comes to behavior. The other teacher will focus on academic data. Both will present this data at staff meetings a help lead discussion about the data. They will also run our monthly PBIS meetings on campus.</p>
2,000	<p>Title I 4000-4999: Books And Supplies 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.</p>
1,000	<p>LCFF-Base (Site Fund) 4000-4999: Books And Supplies Purchase of signage for PBIS rules and expectations to help promote the school wide rules and expectations for the school</p>
5,000	<p>Title I 1000-1999: Certificated Personnel Salaries Professional development for PBIS at GEMS. This will help to support the team that is going to be starting up the PBIS program at our site. This will be used to specifically reduces suspensions our E.L., low SES students, and our Special Education Students.</p>
7,000	<p>LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Assemblies/field (I.E. Point Break) trip to teach proactive behaviors to help with current issues that are identified by school and staff surveys. This will be focused on our most struggling learners and specific data will be analyzed to pick participants</p>
500	<p>LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures</p>

	All campus monitors to attend active supervision training to ensure school safety and positive culture
2,500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Panther Pride to celebrate the students who follow the school rules of being Positive Productive and Professional. This is a monthly celebration for our students. They are nominated each month by their teachers and given an award for being students who follow the PBIS rules.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase parent and community involvement and participation in school activities.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Continue promoting and supporting the use Schoology by parents to monitor their students achievement and communicate with the staff.
	Increase parental involvement by providing computers, printer, and work space in the office for those families that don't have access at home.
2,501	Title I - Parent Involvement 4000-4999: Books And Supplies Student agenda provide the parent and student with an organizer including school policies and procedures.

1,000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Student agenda provide the parent and student with an organizer including school policies and procedures.
1,000	Title I 1000-1999: Certificated Personnel Salaries 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.
3,000	LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries 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.
800	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Postage for report cards, celebrations, SARB, and at risk notifications are all efforts to inform and communicate with parents.
500	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Postage for report cards, celebrations, SARB, and at risk notifications are all efforts to inform and communicate with parents.
1,000	Title I 2000-2999: Classified Personnel Salaries Translators to help with communication for parent conferences, math night, and science night, and written communication that will go to the home.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Decrease suspensions and behaviors on campus

Strategy/Activity

Intramural sports program at lunch

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	Title I 1000-1999: Certificated Personnel Salaries Pay two teachers to run Intramural lunch time program so that students have organized activities to do. Many students are getting in trouble at lunch because they do not have structured activities to participate in.

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	263,119	0.00
Title I - Parent Involvement	2,501	0.00
LCFF-Supplemental (Site Fund)	129,860	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	1,000.00
LCFF-Supplemental (Site Fund)	129,860.00
Title I	263,119.00
Title I - Parent Involvement	2,501.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	283,020.00
2000-2999: Classified Personnel Salaries	39,290.00
4000-4999: Books And Supplies	49,366.00
5000-5999: Services And Other Operating Expenditures	13,004.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	1,000.00

1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	105,773.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	6,587.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	7,000.00
	Title I	4,300.00
0000: Unrestricted	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title I	177,247.00
2000-2999: Classified Personnel Salaries	Title I	32,703.00
4000-4999: Books And Supplies	Title I	35,865.00
5000-5999: Services And Other Operating Expenditures	Title I	12,504.00
4000-4999: Books And Supplies	Title I - Parent Involvement	2,501.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	361,679.00
Goal 2	34,801.00

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested: