



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Justin Garza High School	Central Unified School district	May 29, 2025	August 12, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Justin Garza High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- School and Student Performance Data 4
 - Student Enrollment..... 4
 - CAASPP Results..... 6
 - ELPAC Results 10
 - California School Dashboard 13
 - Overall Performance 15
 - Academic Performance 17
 - Conditions & Climate..... 26
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 1..... 28
 - Goal 2..... 32
 - Goal 3..... 35
- Budget Summary 37
 - Budget Summary 37
 - Other Federal, State, and Local Funds 37
- Budgeted Funds and Expenditures in this Plan 38
 - Funds Budgeted to the School by Funding Source..... 38
 - Expenditures by Funding Source 38
 - Expenditures by Budget Reference 38
 - Expenditures by Budget Reference and Funding Source 38
 - Expenditures by Goal..... 39
- School Site Council Membership 40
- Recommendations and Assurances 41
- Instructions..... 42
- Appendix A: Plan Requirements 49
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 52
- Appendix C: Select State and Federal Programs 55

Plan Description

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

This plan is being used by Justin Garza High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Justin Garza High School will work with its educational partners to align the School Plan for Student Achievement (SPSA) with the goals outlined in the Local Control and Accountability Plan. The school will monitor progress of its goals in meetings with educational partners and in parent advisory group meetings. These meetings will be held quarterly.

Educational Partner Involvement

How, when, and with whom did Justin Garza High 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

Meaningful engagement of parents, students, and other educational partners, including those representing all students, is critical to the process of writing a School Plan for Student Achievement (SPSA). Central USD and Justin Garza High School (JGHS) continue to focus on increasing parent involvement in the input process. JGHS reaches out to educational partners by providing families with different opportunities to receive information and give their input. Meeting evaluation forms and parent, student, and staff input forms are made available and completed during School Site Council (SSC) meetings, Student Roundtables, Site Leadership Team (SLT), and English Learner Advisory Committee (ELAC) meetings.

Educational partners were informed of the input process for SPSA by having a variety of opportunities for input. Draft copies of the plan were made available to parents, staff, and students, and feedback was collected. These were compiled to create JGHS goals on the SPSA. Educational partner input sessions were:

- Guardian Days- 8/8/2024-8/9/2024
- SSC Meetings - 10/3/2024, 12/12/2024, 3/37/2025, 5/29/2025
- ELAC Meetings - 10/3/2024, 12/12/2024, 3/37/2025, 5/29/2025

JGHS appreciates and takes seriously the input of all of our educational partners as this information informs our goals and actions. The SPSA includes, as a result of educational partner input sessions, the following:

- Continue to provide Professional Development for all staff
- Update and increase technology for all students
- Increase academic achievement in all students in all subject areas
- Provide training and resources to teachers and parents to work with students at a variety of levels in all subject areas
- Create a positive school culture including the safety of students, increased communication, and recognition
- Add support for at-risk students
- Student recognition for academic achievement, behavioral achievement and attendance
- Increase supervision and equipment for safety
- Continue parent education classes and activities to help build capacity at home to work with their students
- Create a monitoring system for behavior, and attendance, and increase parent communication

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Justin Garza High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.65%	0.52%	0.53%	7	8	11
African American	9.60%	7.8%	7.91%	104	120	164
Asian	14.22%	15.2%	15.82%	154	234	328
Filipino	1.48%	1.56%	1.40%	16	24	29
Hispanic/Latino	58.36%	59.71%	59.43%	632	919	1232
Pacific Islander	%	0.26%	0.14%	0	4	3
White	14.13%	13.13%	13.07%	153	202	271
Two or More Races	1.48%	1.49%	1.69%	16	23	35
Not Reported	0.09%	0.32%	%	1	5	
Total Enrollment				1,083	1539	2073

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	581	534	580
Grade 10	502	564	514
Grade 11		441	548
Grade 12			431
Total Enrollment	1,083	1,539	2,073

Conclusions based on this data:

- 2024/2025 is the 2nd year that Justin Garza High School has all four grade levels.
- New districts boundaries for the next school year may decrease enrollment.
- Numbers remain somewhat steady among the grade levels.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	96	167	169	8.8%	8.9%	8.2%
Fluent English Proficient (FEP)	257	379	522	23.8%	24.6%	25.1%
Reclassified Fluent English Proficient (RFEP)	226	334	461	20.9%	21.7%	22.2%

Conclusions based on this data:

1. 2024/2025 is the second year that Justin Garza High School will have all four grade levels and will be a fully comprehensive school site.
2. New district boundaries for next school year might impact English Learner enrollment.
3. Reclassification rate is high and has remained steady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		390	506		378	489		378	489		96.9	96.6
All Grades		390	506		378	489		378	489		96.9	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		2621.	2611.		28.57	28.02		37.83	35.58		22.75	22.09		10.85	14.31
All Grades	N/A	N/A	N/A		28.57	28.02		37.83	35.58		22.75	22.09		10.85	14.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		28.04	25.15		60.05	58.69		11.90	16.16
All Grades		28.04	25.15		60.05	58.69		11.90	16.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		33.33	32.72		55.29	53.17		11.38	14.11
All Grades		33.33	32.72		55.29	53.17		11.38	14.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		15.61	18.61		73.28	69.94		11.11	11.45
All Grades		15.61	18.61		73.28	69.94		11.11	11.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		31.22	26.58		58.99	62.37		9.79	11.04
All Grades		31.22	26.58		58.99	62.37		9.79	11.04

Conclusions based on this data:

1. Justin Garza has a high CAASP assessment participation.
2. The percentage of students scoring not met increased from 10.85% in 2022-23 to 14.31% in 2023-24.
3. Targeted support is still needed to move more students from “at or near” to above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		390	506		378	495		378	495		96.9	97.8
All Grades		390	506		378	495		378	495		96.9	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		2545.	2547.		7.41	4.44		19.31	18.99		22.75	28.89		50.53	47.68
All Grades	N/A	N/A	N/A		7.41	4.44		19.31	18.99		22.75	28.89		50.53	47.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		10.05	6.26		42.33	48.48		47.62	45.25
All Grades		10.05	6.26		42.33	48.48		47.62	45.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		9.52	8.69		61.90	67.27		28.57	24.04
All Grades		9.52	8.69		61.90	67.27		28.57	24.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11		9.52	7.27		63.76	68.08		26.72	24.65
All Grades		9.52	7.27		63.76	68.08		26.72	24.65

Conclusions based on this data:

1. The 2023/2024 school year marks the second year of available mathematics assessment data.
2. Continued Focus Needed on Mathematics Proficiency.
3. There is a steady growth in students performing "At or Near Standard" and a reduction in those "Below Standard, indicating an overall improvement.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1588.3	1550.7	1519.2	1602.7	1554.3	1508.7	1573.4	1546.6	1529.0	45	49	39
10	1572.7	1561.5	1552.8	1581.8	1569.5	1545.2	1563.2	1553.0	1559.8	37	42	38
11		1558.0	1566.1		1552.7	1575.9		1562.8	1555.6		33	36
12		1551.2	1576.6		1562.0	1582.3		1539.7	1570.5		13	31
All Grades										82	124	144

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	31.82	14.29	5.13	52.27	44.90	35.90	13.64	30.61	28.21	2.27	10.20	30.77	44	49	39
10	21.62	11.90	13.16	45.95	54.76	44.74	24.32	21.43	31.58	8.11	11.90	10.53	37	42	38
11		12.12	30.56		36.36	22.22		42.42	19.44		9.09	27.78		33	36
12		7.69	25.81		38.46	41.94		30.77	25.81		23.08	6.45		13	31
All Grades	27.16	12.90	18.06	49.38	45.97	36.11	18.52	30.65	26.39	4.94	10.48	19.44	81	124	144

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	50.00	34.69	23.08	43.18	40.82	25.64	6.82	14.29	33.33	0.00	10.20	17.95	44	49	39
10	48.65	35.71	28.95	35.14	45.24	44.74	8.11	11.90	18.42	8.11	7.14	7.89	37	42	38
11		30.30	44.44		39.39	22.22		27.27	11.11		3.03	22.22		33	36
12		38.46	51.61		38.46	32.26		0.00	6.45		23.08	9.68		13	31
All Grades	49.38	33.87	36.11	39.51	41.94	31.25	7.41	16.94	18.06	3.70	7.26	14.58	81	124	144

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.64	2.04	2.56	31.82	22.45	17.95	45.45	48.98	38.46	9.09	26.53	41.03	44	49	39
10	16.22	4.76	5.26	13.51	26.19	26.32	54.05	47.62	52.63	16.22	21.43	15.79	37	42	38
11		0.00	5.56		18.18	16.67		66.67	36.11		15.15	41.67		33	36
12		0.00	9.68		7.69	16.13		53.85	58.06		38.46	16.13		13	31
All Grades	14.81	2.42	5.56	23.46	22.58	19.44	49.38	53.23	45.83	12.35	21.77	29.17	81	124	144

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	9.09	6.12	5.13	86.36	81.63	69.23	4.55	12.24	25.64	44	49	39
10	10.81	11.90	5.26	81.08	76.19	81.58	8.11	11.90	13.16	37	42	38
11		9.09	14.29		66.67	60.00		24.24	25.71		33	35
12		0.00	12.90		76.92	80.65		23.08	6.45		13	31
All Grades	9.88	8.87	9.09	83.95	75.81	72.73	6.17	15.32	18.18	81	124	143

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	95.45	81.63	48.72	4.55	8.16	33.33	0.00	10.20	17.95	44	49	39
10	83.33	88.10	60.53	8.33	9.52	28.95	8.33	2.38	10.53	36	42	38
11		72.73	63.89		21.21	22.22		6.06	13.89		33	36
12		76.92	77.42		0.00	9.68		23.08	12.90		13	31
All Grades	90.00	81.45	61.81	6.25	12.10	24.31	3.75	6.45	13.89	80	124	144

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	18.18	6.12	0.00	59.09	59.18	46.15	22.73	34.69	53.85	44	49	39
10	18.92	4.76	15.79	37.84	61.90	47.37	43.24	33.33	36.84	37	42	38
11		3.03	11.43		57.58	48.57		39.39	40.00		33	35
12		0.00	9.68		38.46	51.61		61.54	38.71		13	31
All Grades	18.52	4.84	9.09	49.38	59.68	48.25	32.10	35.48	42.66	81	124	143

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.55	0.00	2.56	86.36	89.80	64.10	9.09	10.20	33.33	44	49	39
10	13.51	0.00	0.00	78.38	88.10	97.37	8.11	11.90	2.63	37	42	38
11		6.06	11.11		81.82	75.00		12.12	13.89		33	36
12		15.38	9.68		69.23	83.87		15.38	6.45		13	31
All Grades	8.64	1.61	5.56	82.72	87.10	79.86	8.64	11.29	14.58	81	124	144

Conclusions based on this data:

1. Justin Garza High School students that were classified as English Language Learners were placed in an ELD course.
2. JGHS was able to reclassify over 45 English Learner students for the 2023-2024 school year.
3. Reading and Writing proficiency shows the greatest need for support across multiple grades.

School and Student Performance Data

California School Dashboard Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,073	75.7%	8.2%	1%
Total Number of Students enrolled in Justin Garza High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	8.2%
Foster Youth	20	1%
Homeless	17	0.8%
Socioeconomically Disadvantaged	1,569	75.7%
Students with Disabilities	210	10.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	164	7.9%
American Indian	11	0.5%
Asian	328	15.8%
Filipino	29	1.4%
Hispanic	1,232	59.4%
Two or More Races	35	1.7%
Pacific Islander	3	0.1%
White	271	13.1%

Conclusions based on this data:

1. 2024/2025 school year is the second year that Justin Garza High School is a comprehensive high school.
2. 2023/2024 school year, students who lived in JGHS Boundary had the opportunity to attend Central West High School by choice.
3. New district boundaries will impact enrollment for the next school year.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



No Performance Color

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Green

College/Career



No Performance Color

Conclusions based on this data:

1. English Learners demonstrated notable progress, with the indicator improving from red to green for the 2023-2024 school year.
2. English Language Arts achieved a green indicator, reflecting strong overall performance.
3. The 2023–2024 school year serves as the baseline for the College and Career Indicator.

School and Student Performance Data

Academic Performance English Language Arts

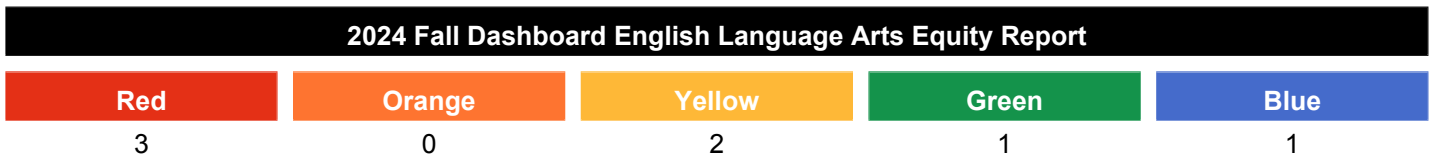
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>31.4 points above standard</p> <p>Declined 11.3 points</p> <p>480 Students</p>	<p>English Learners</p> <p>Red</p> <p>51.8 points below standard</p> <p>Maintained 0.1 points</p> <p>51 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>73.2 points below standard</p> <p>Declined 42.5 points</p> <p>26 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.0 points above standard</p> <p>Declined 12.0 points</p> <p>364 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>110.5 points below standard</p> <p>Declined 31.2 points</p> <p>46 Students</p>	<p>African American</p>  <p>Red</p> <p>65.1 points below standard</p> <p>Declined 87.1 points</p> <p>33 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>46.8 points above standard</p> <p>Increased 3.7 points</p> <p>80 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>21.4 points above standard</p> <p>Declined 20.5 points</p> <p>286 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>80.0 points above standard</p> <p>Increased 34.0 points</p> <p>70 Students</p>

Conclusions based on this data:

1. English Language Arts performance declined by 11.3 points but was overall a Green on the Dashboard.
2. The student subgroups performing below standard include African American students, English Learners, and Students with Disabilities.

School and Student Performance Data

Academic Performance Mathematics

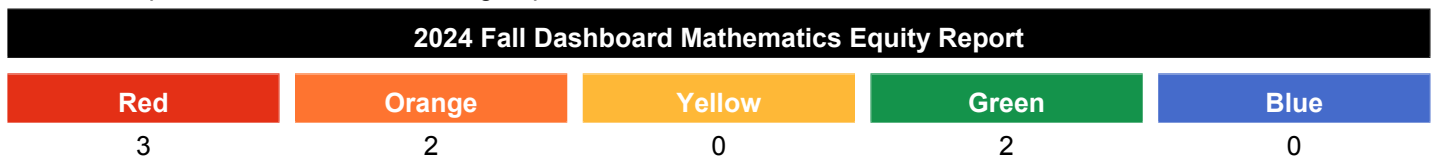
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>77.7 points below standard</p> <p>Declined 3.3 points</p> <p>485 Students</p>	<p>English Learners</p> <p>Red</p> <p>163.7 points below standard</p> <p>Declined 10.2 points</p> <p>51 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>196.8 points below standard</p> <p>Declined 41.3 points</p> <p>26 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>89.7 points below standard</p> <p>Maintained 1.2 points</p> <p>368 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>205.8 points below standard</p> <p>Declined 94.7 points</p> <p>46 Students</p>	<p>African American</p>  <p>Red</p> <p>167.4 points below standard</p> <p>Declined 44.5 points</p> <p>33 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>Green</p> <p>43.9 points below standard</p> <p>Increased 7.2 points</p> <p>80 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>91.8 points below standard</p> <p>Declined 7.6 points</p> <p>288 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>28.4 points below standard</p> <p>Increased 21.1 points</p> <p>72 Students</p>

Conclusions based on this data:

1. Mathematics achieved an orange indicator, reflecting a low performance level.
2. The student subgroups performing below standard include African American students, English Learners, and Students with Disabilities.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 46.3 points above standard making progress. Number Students: 123 Students	Long-Term English Learner Progress  Yellow 44.6 points above standard making progress. Number Students: 92 Students

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.

2024 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
29	36	0	56

Conclusions based on this data:

- At Justin Garza, the percentage of English Learner students making progress increased by 11.2%.
- Long- Term English Learners making progress increased by 9.7% for the 2023-2024 school year.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

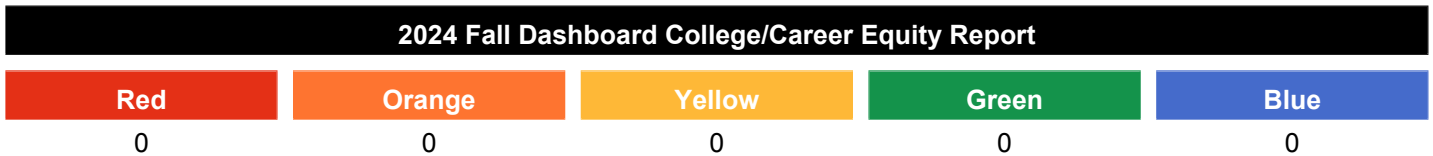
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>38.8 Prepared</p> <p>433 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>16 Prepared</p> <p>50 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>21.9 Prepared</p> <p>32 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>35 Prepared</p> <p>371 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>7.5 Prepared</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>23.7 Prepared</p> <p>38 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>46.6 Prepared</p> <p>73 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>58.3 Prepared</p> <p>12 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>37.1 Prepared</p> <p>251 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>42.9 Prepared</p> <p>49 Students</p>

Conclusions based on this data:

1. The 2023-2024 school year was the first year Justin Garza had 12th grade students.
2. Justin Garza had 38.8% of all graduating students placed in the "Prepared" level on the College/Career Indicator.

School and Student Performance Data

Academic Engagement Graduation Rate

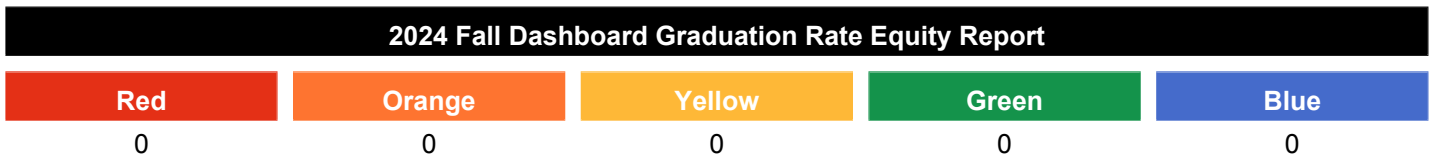
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>93.3% graduated</p> <p>433 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>88% graduated</p> <p>50 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>93.8% graduated</p> <p>32 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>93.5% graduated</p> <p>371 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>57.5% graduated</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>94.7% graduated</p> <p>38 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>87.7% graduated</p> <p>73 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>12 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>94% graduated</p> <p>251 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>95.9% graduated</p> <p>49 Students</p>

Conclusions based on this data:

1. Garza shows a strong overall performance with a 93.3% graduation rate.
2. Garza shows a strong overall graduation rate, but English Learners were below the overall average at 88% graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

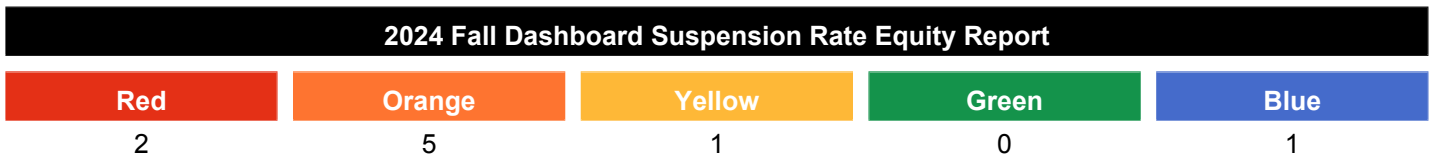
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Increased 0.6%</p> <p>2207 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>4% suspended at least one day</p> <p>Maintained 0.1%</p> <p>199 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>5.8% suspended at least one day</p> <p>Increased 0.5%</p> <p>138 Students</p>
<p>Foster Youth</p> <p>Orange</p> <p>15.8% suspended at least one day</p> <p>Declined 10.9%</p> <p>38 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>Increased 1%</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.2% suspended at least one day</p> <p>Increased 0.6%</p> <p>1688 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>9.5% suspended at least one day</p> <p>Increased 3.6%</p> <p>231 Students</p>	<p>African American</p>  <p>Red</p> <p>12.1% suspended at least one day</p> <p>Increased 3.4%</p> <p>173 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 1.7%</p> <p>356 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>31 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>6.4% suspended at least one day</p> <p>Increased 1%</p> <p>1307 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.6% suspended at least one day</p> <p>Increased 5.6%</p> <p>36 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 0.8%</p> <p>290 Students</p>

Conclusions based on this data:

1. Suspension rate has increased by .6% to 5.3%.
2. Students with Disabilities have a 9.5% suspension rate, highlighting the need for targeted support.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Justin Garza High School will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a continued need for targeted professional development and coaching to enhance teachers' capacity to meet the academic needs of their students. Achievement data indicates that ongoing support should focus on effective strategies for delivering rigorous, grade-level instruction in English Language Arts, Mathematics, and language development for English Learners. Professional learning will include a specialized emphasis on using pacing guides and formative/common assessments to inform instructional design and improve student outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading NWEA MAP (9-12)	Data Year 2024-25 Data Source: Schoolzilla 50.6% of students scored in the 50th percentile or above on the NWEA MAP reading assessment	Data Year 2025-26 Data Source: Schoolzilla 53.8% of students scored in the 50th percentile or above on the NWEA MAP reading assessment
Math NWEA MAP (9-12)	Data Year 2024-25 Data Source: Schoolzilla 53.8 % of students scored in the 50th percentile or above on the NWEA MAP math assessment	Data Year 2025-26 Data Source: Schoolzilla 55% of students scored in the 50th percentile or above on the NWEA MAP math assessment
English Learner Progress Indicator (ELPI)	Data Year 2024-25 Data Source: REAT Report 73.3% of EL students making progress toward English Proficiency	Data Year 2025-26 Data Source: REAT Report 75% of EL students making progress toward English Proficiency
EL Reclassification Rate - RFEP	Data Year 2024-25 Data Source: AERIES 27% Reclassification Rate	Data Year 2025-26 Data Source: AERIES 26.8% Reclassification Rate

High School Drop Out Rate	Data Year 2024-25 Data Source: Data-Quest 3.7%	Data Year 2025-26 Data Source: Data Quest 2.4%
College Career Indicator	Data Year 2024-25 Data Source: CA Dashboard College Career Measures Report 38.8% of High School graduates placed in the "Prepared" level on the College/Career Indicator	Data Year 2025-26 Data Source: CA Dashboard College Career Measures Report 45.5% of High School graduates placed in the "Prepared" level on the College/Career Indicator
High School Course Failures by Grading Period	Data Year 2024-25 Data Source: Schoolzilla 26.7% of high school students failed one or more core courses	Data Year 2025-26 Data Source: Schoolzilla 15% of high school students failed one or more core courses

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers, staff members, and administrators will attend professional development and training to incorporate critical thinking, problem-solving, and collaboration skills into their lessons. Release time will be provided for teachers to allow for data analysis to improve learning outcomes for academically at-risk, English Learners, Foster Youth, and Low-Income students.	All Students	2000 LCFF 5000-5999: Services And Other Operating Expenditures Training with a focus on PLC work and implementation of common core 15000 LCFF 4000-4999: Books And Supplies Purchase supplemental materials and manipulatives 20000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Releasing teachers to allow for data analysis and send teachers to professional development to improve academically at-risk student learning outcomes. 5000 LCFF 1000-1999: Certificated Personnel Salaries Provide subs to support the assessment of students to identify needs

1.2	Justin Garza High School will provide teachers with release time to calibrate assessments, review performance tasks, and analyze learning loss needs.	All Students	18000 LCFF 1000-1999: Certificated Personnel Salaries Provide release time for teachers and departments to calibrate performance tasks, review data/plan
1.3	Justin Garza High School will provide extra support for at-risk students to help close the achievement gap and address learning loss.	At-Risk Students	30000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Provide extra support for students who are at-risk
1.4	Justin Garza High School administrators and teachers will be provided planning time to engage in professional learning, to co-plan/co-teach for student learning, and to increase a positive academic school culture for English Learners, Foster Youth, and Low-Income students.	All Students	18000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Provide professional development, planning time, substitutes and training for administration and teachers 440 LCFF 5000-5999: Services And Other Operating Expenditures Provide professional development for teachers
1.5	Provide supplemental materials and resources for additional opportunities to reduce learning loss and to improve student achievement.	All Students	7100.00 LCFF 4000-4999: Books And Supplies Purchase support material and supplemental resources
1.6	Provide teachers with professional development and release days for planning instruction aligned to the standards and rigor of the SBAC with a focus on EL strategies as good first teaching as well as increasing reading and writing in all subjects.	All Students	19000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development and Department planning for all core subject teachers will have planning days to help improve learning outcomes for academically at risk students.
1.9	ELPI Progress: Professional Development and Collaboration time.	English Language Learners	2000 LCFF 1000-1999: Certificated Personnel Salaries Provide release time for teachers for collaboration and PD
1.10	Staff will offer students access to opportunities and resources related to co-curricular activities.	All Students	8,501 LCFF 4000-4999: Books And Supplies

Annual Review

1. SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

2. Analysis

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

Staff used release time to calibrate and align instruction and assessment within their pacing guides, and instructional walks confirmed that lesson and unit plans reflected consistent practices across grade levels and courses.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Staff who were unable to meet during release time or outside of their contractual hours, were allowed to meet during their weekly Professional Learning Community (PLC) time to gain access to the materials and content that was covered.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Justin Garza will maintain the goal but refine strategies by providing targeted interventions for students with disabilities and English Learners, expanding release time for instructional alignment, and adding weekly instructional walks and data reviews in all Professional Learning Communities.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Justin Garza High School will ensure equitable, engaging learning opportunities for every student.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will ensure equitable, engaging learning opportunities for every student.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Justin Garza High School must continue efforts to boost student engagement and attendance while reducing suspension, expulsion, and dropout rates. In the wake of post-pandemic challenges and ongoing campus construction, both Justin Garza High School and Central USD remain committed to creating high-quality learning environments for all students. Continued support will be provided through a tiered intervention system that ensures equitable access to engaging and effective instruction for every student.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Data Year 2024-25 Data Source: Schoolzilla 21.9% chronically absent	Data Year 2025-26 Data Source: Schoolzilla 18% chronically absent
Attendance Rate	Data Year 2024-25 Data Source: Schoolzilla 93.5%	Data Year 2025-26 Data Source: Schoolzilla 96%
Graduation Rate	Data Year 2024-25 Data Source: Data Quest 93.3%	Data Year 2025-26 Data Source: Data Quest 95%
Social Emotional Learning	Data Year 2024-25 Data Source: Local Survey 45% of students had a positive response to connection with teachers.	Data Year 2025-26 Data Source: Local Survey 55% of students had a positive response to connection with teachers.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide additional counseling resources and related services/experiences to engage students in academics and College, Career and Community readiness.	All Students	6800 LCFF 1000-1999: Certificated Personnel Salaries Provide academic, college and career, and NCAA counseling services to support students 500 LCFF 2000-2999: Classified Personnel Salaries Childcare 9500 LCFF 5000-5999: Services And Other Operating Expenditures College and career experiences and exposure.
2.4	Justin Garza High School will provide academically at-risk and unduplicated students with intervention, counseling, and tutoring to increase student learning and close the achievement gap.	At-Risk Students	68973.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Intervention specialists to identify, assess, and counsel students/families with academic, social-emotional, and/or attendance problems
2.5	Purchase technology and software to support at-risk students	All Students	22747 Title I Part A: Allocation 4000-4999: Books And Supplies Provide technology and software to support at-risk students to ensure access and equity in learning
2.7	Justin Garza High School will purchase software and technology to support to enhance student learning and promote a positive school culture.	All Students	14000 LCFF 2000-2999: Classified Personnel Salaries Hire part-time technology aide 15200 LCFF 4000-4999: Books And Supplies Technology, software and other items to help students and teachers reinforce S.T.A.N.D. guiding principles and promote a positive culture
2.8	Integrated Positive Behavior Intervention and Supports (PBIS) into the instructional program at Justin Garza High School	All Students	3230 LCFF 1000-1999: Certificated Personnel Salaries

			Expenditures such as staff salaries to support student social emotional needs such as activities. 15000.00 LCFF 4000-4999: Books And Supplies Positive reinforcement materials and supplies
2.9	Staff will work to reduce chronic absenteeism by conducting home visits, phone calls and holding conferences with students and families who are considered chronically absent.	Chronically Absent	5000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Staff will work to reduce chronic absenteeism by conducting home visits, phone calls and holding conferences with students and families.
2.10	Purchase a technology and technology based application and supplies that allows staff members to monitor students.	All Students	20000.00 LCFF 4000-4999: Books And Supplies Purchase technology and technology application, services, and technology to implement program school-wide

Annual Review

3. SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

4. Analysis

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

The strategies implemented led to some positive results. Chronic absenteeism decreased from 22.3% to 21.9%, and positive student connections with teachers rose from 44% to 45%.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Finding consistent staff to provide intervention and counseling throughout the year proved to be difficult. The implementation of a school wide application to help monitor attendance began the second semester.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional funds will be allocated for staff to support attendance, with refined strategies including more home visits, expanded PBIS supports, and improved technology to monitor attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Justin Garza High School will foster safe, inclusive schools in partnership with the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Central Unified will foster safe, inclusive schools in partnership with the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Justin Garza High School will continue to engage families in educational programs to support students' well-being, academic success, improve school safety and reduce suspensions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Survey-Climate	Data Year 2024-25 Data Source: Local Survey Students- 32% favorable responses Teachers- 38% favorable responses Family Members- 48% favorable responses	Data Year 2025-26 Data Source: Local Survey Students- 42% favorable responses Teachers- 50% favorable responses Family Members- 60% favorable responses
Local Survey-School Safety	Data Year 2024-25 Data Source: Local Survey Students- 45% favorable responses Family Members- 45% favorable responses	Data Year 2025-26 Data Source: Local Survey Students- 60% favorable responses Family Members- 55% favorable responses
Suspension Rate	Data Year Data Year 2024-25 Data Source: Schoolzilla Suspension Rate of 4.9%	Data Year 2025-26 Data Source: Schoolzilla Suspension Rate of 3.5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Justin Garza High School will host parent information workshops to support parents of	All Students	1870.00 Title I Parent Involvement

	academically at-risk students including technology information nights, college and career readiness, Positive Behavior Intervention and Supports, and literacy in the 21st century.		5000-5999: Services And Other Operating Expenditures Pay staff and/or hire outside services to provide parent engagement sessions 700.20 Title I Parent Involvement 4000-4999: Books And Supplies Purchase materials and supplies to support parent engagement 1,300.00 LCFF Community 2000-2999: Classified Personnel Salaries
3.3	Provide technology, supplemental reading, reference materials, and supplies to expand students use to increase student learning and school culture engagement.	All students	4176.31 LCFF-SLIP 4000-4999: Books And Supplies Purchase supplemental reading, reference materials, and technology for the library 9119.00 LCFF 4000-4999: Books And Supplies Provide materials to enhance the learning environment.

Annual Review

5. SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

6. Analysis

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

Justin Garza High School hosted a few workshops to support parents of at risk students and took some steps to enhance communication.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds supported workshops, PBIS, and engagement materials, with plans to enhance outreach and refine implementation for greater impact

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal remains the same, but we will strengthen school culture by providing resources that actively engage all educational partners.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$167,691
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,156.51
Total Federal Funds Provided to the School from the LEA for CSI	\$65,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$2,570.20
Title I Part A: Allocation	\$183,720.00

Subtotal of additional federal funds included for this school: \$186,290.20

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

State or Local Programs	Allocation (\$)
LCFF	\$152,390.00
LCFF Community	\$1,300.00
LCFF-SLIP	\$4,176.31

Subtotal of state or local funds included for this school: \$157,866.31

Total of federal, state, and/or local funds for this school: \$344,156.51

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	152,390.00	0.00
LCFF-SLIP	4176.31	0.00
Title I Parent Involvement	2,570.20	0.00
Title I Part A: Allocation	183,720.00	0.00
LCFF Community	1,300	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	152,390.00
LCFF Community	1,300.00
LCFF-SLIP	4,176.31
Title I Parent Involvement	2,570.20
Title I Part A: Allocation	183,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,030.00
2000-2999: Classified Personnel Salaries	84,773.00
4000-4999: Books And Supplies	117,543.51
5000-5999: Services And Other Operating Expenditures	31,810.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	36,030.00
2000-2999: Classified Personnel Salaries	LCFF	14,500.00
4000-4999: Books And Supplies	LCFF	89,920.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,940.00

2000-2999: Classified Personnel Salaries	LCFF Community	1,300.00
4000-4999: Books And Supplies	LCFF-SLIP	4,176.31
4000-4999: Books And Supplies	Title I Parent Involvement	700.20
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1,870.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	74,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	68,973.00
4000-4999: Books And Supplies	Title I Part A: Allocation	22,747.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	18,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,041.00
Goal 2	180,950.00
Goal 3	17,165.51
Goal 4	1,000.00

School Site Council Membership

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

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

Name of Members	Role
Rosa Rubio	Principal
Lorna Ugale	Classroom Teacher
Candace Braun	Classroom Teacher
Jane Isaac (College and Career Teacher)	Classroom Teacher
Twylite Lawrence	Other School Staff
Rebecca Duenas	Parent or Community Member
Alison Truki	Parent or Community Member
Bea Castro	Parent or Community Member
Pravleen Dupal	Secondary Student
Isabella Trujillo	Parent or Community Member
	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

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 May 29, 2025.

Attested:



Principal, Rosa Rubio Zarate on May 29, 2025



SSC Chairperson, Bea Castro on May 29, 2025

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



CENTRAL UNIFIED SCHOOL DISTRICT

Justin Garza High School
4100 North Grantland Ave.,
Fresno, CA 93723
Phone: (559) 274 4700 ext 30101



District Administration
Andrew G. Alvarado, Superintendent
Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant Superintendent, Human Resources
Steve McClain, Assistant Superintendent, Chief Business Officer
4605 N Polk Avenue · Fresno, California 93722

Rosa Rubio, Principal

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Justin Garza High School makes the policy available by:
<ul style="list-style-type: none"> • Posting it on the Justin Garza High school website • Making it available in the Justin Garza High school office in multiple languages • Including a copy in the Justin Garza High school handbook

To involve parents in the Title I, Part A programs, the following practices have been established:

Justin Garza High School convenes an annual meeting to inform parents of Title I students about Title I requirements and about right of parents to be involved in the Title I program. At that meeting the following are instituted:
--

- Information is provided about the process in which Title I students are identified.
- At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. Parents are also encouraged to feel comfortable to communicate with their child’s teacher any concerns they have with their child’s progress. Justin Garza’s initial Title 1 Meeting is held every year in the fall.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Justin Garza High schedules its Title 1 meeting making every attempt to provide convenient times and locations for parents to attend. Additionally, parents can attend

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Justin Garza High School offers a number of meetings:

- All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via posting, email, & JGHS website. The agenda is posted in the school office at least 72 hours in advance of the meeting.
- Title I parents are invited to request Title I meetings. This is announced at the annual Title I parent meeting.
- Additional parent involvement meetings and counseling opportunities are offered throughout the school year. All are designed to support parents with their child's education.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Justin Garza High School involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Parents of Title I students are provided timely information about Title I programs at:

- Title I Parent Meetings
- LCAP Meetings
- School Site Council Meetings,
- English Learner Advisory Council (ELAC) Meetings,
- Parent Connect Messages
- JGHS Website

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Parents of Title I students are informed of the curriculum, assessments, and proficiency level students are expected to meet at:

- Freshman Orientation and Parent Night
- Back to School Night
- Student Study Team Meetings
- School Site Council Meetings
- English Learner Advisory Committee Meetings
- In the Single Plan for Student Achievement
- Parent Meetings offered throughout the year.
- Parents are notified of Benchmark, Performance Task, and Smarter Balance assessments via Parent Connect phone communication system, and the CHS website
- A calendar of the year's events includes the packet of materials given to the students at the beginning of the new school year and when new students enroll.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Justin Garza High School gathers feedback and input from its parent committees and groups. The Home School Compact is also given to students in their First Day Packets. This practice provides a partnership between the student, school and home for student success and achievement. Parents of Title I students, if requested, are given opportunities for regular meetings to participate in decisions relating to the education of their children:

- Teachers are expected to request a meeting with parents any time they deem necessary. These requests can be generated via the telephone, email, a letter, or in person. Parent-teacher communication is of the highest priority at Justin Garza High School.
- All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a letter, an email, a phone call, or in person.
- Justin Garza High staff and parents can request a Student Study Team

meeting to discuss student concerns.

- Scheduled meetings are planned for students with an Individual Education Plan (IEP).

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Justin Garza High School gathers feedback and input from its parent committees and groups and schedules parent classes and parent training on a yearly basis. Topics typically include curriculum and instruction, English Learner Program and assessment information, and child rearing. All classes include interpretation.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Justin Garza High School staff receives staff development twice monthly. Throughout the year and during meetings with the administration, psychologist, and colleagues Justin Garza High staff participates in professional learning designed to engage both students and parents in the learning process, and to share resources and ideas for establishing and improving parent and teacher partnerships.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Justin Garza High School staff engages its parent community by providing not only parent education and evening counseling at the school site, but also informing and encouraging participation in district and community meetings and trainings available to them.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Justin Garza High School provides information to its parent community regarding upcoming events and activities at the school, including Title 1 meetings and input opportunities. This information is given through Blackboard Connect and available in Spanish and English, and other languages as requested. The Parent Engagement Policy is given distributed to each student in their homeroom or upon enrollment.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

All parent involvement opportunities are conducted with parent needs in mind. Interpretation, childcare, and refreshments are provided as well as parent transportation if requested.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Justin Garza High School SSC on 12/18/24 and will be in effect for the period of 2024-2025 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program.

Rosa Rubio

Signature of Authorized Official

12/18/2024

Date

California Department of Education
July 2018



CENTRAL UNIFIED SCHOOL DISTRICT

Justin Garza High School
4100 North Grantland Ave.,
Fresno, CA 93723
Phone: (559) 274 4700 ext 30101



District Administration
Andrew G. Alvarado, Superintendent
Ketti Davis, Assistant Superintendent, Educational Services · Jack Kelejian, Assistant
Superintendent, Human Resources Steve McClain, Assistant Superintendent, Chief Business Officer
4605 N Polk Avenue · Fresno, California 93722

Rosa Rubio, Directora

Póliza de participación de padres y familias, a Nivel Escolar, del Título I, Parte A

Esta póliza describe los medios para cumplir los requisitos de participación de padres y familias designados por el Título I, Parte A conforme a la Sección 1116(c) de ESSA.

Cada escuela en virtud de esta parte deberá desarrollar conjuntamente y distribuir a los padres y miembros de la familia de los niños participantes una póliza de participación de padres y familias escrita, acordada por dichos padres, que describirán los medios para llevar a cabo los requisitos de las subsecciones (c) a (f). ¿Cómo se notifica a los padres sobre la póliza en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender? ¿Cómo se pone la póliza a disposición de la comunidad local? ¿Cómo y cuándo se actualiza periódicamente la póliza para cumplir con las necesidades cambiantes de los padres y la escuela (ESSA Sección 1116[b][1])?

La escuela preparatoria Justin Garza pone la política a disposición mediante:

- Publicarla en el sitio web de la escuela preparatoria Justin Garza.
- Ponerla a disposición en la oficina de la escuela preparatoria Justin Garza en varios idiomas.
- Incluir una copia en el manual de la escuela preparatoria Justin Garza.

Para involucrar a los padres en los programas de Título I, Parte A, se han establecido las siguientes prácticas:

La escuela preparatoria Justin Garza convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos del Título I y sobre el derecho de los padres a participar en el programa de Título I. En esa reunión, se implementan las siguientes medidas:

- Se proporciona información sobre el proceso mediante el cual se identifican a los estudiantes de Título I.
- En la Reunión Anual de Padres de Título I, se invita a los padres a solicitar más reuniones de Título I para padres. Se discuten los días y horarios. También se alienta a los padres a sentirse cómodos comunicándose con el maestro de su hijo sobre

cualquier inquietud que tengan respecto al progreso de su hijo. La reunión inicial de Título I de Justin Garza se lleva a cabo cada año en el otoño.

La escuela preparatoria Justin Garza programa su reunión de Título I haciendo todo lo posible para ofrecer horarios y ubicaciones convenientes para que los padres puedan asistir.

La escuela ofrece una cantidad flexible de reuniones para los padres del Título I, Parte A, por la mañana o por la tarde (ESSA Sección 1116[c][2]).

La escuela involucra a los padres de estudiantes del Título I, Parte A en una manera organizada, continua y oportuna en la planificación, revisión y mejoramiento de sus programas de Título I, Parte A y la póliza de participación de padres del Título I, Parte A (ESSA Sección 1116[c][3]). ¿Cómo involucra la escuela a los padres?

La escuela preparatoria Justin Garza ofrece varias reuniones para involucrar a los padres:

- Consejo Escolar: Se invita a todos los padres a asistir a las reuniones del Consejo Escolar, las cuales se realizan de cuatro a cinco veces durante el año escolar. Los padres son informados de las fechas de las reuniones a través de publicaciones, correos electrónicos y el sitio web de JGHS. La agenda se publica en la oficina de la escuela al menos 72 horas antes de la reunión.

- Reuniones de Título I: Los padres de Título I son invitados a solicitar reuniones adicionales de Título I. Esto se anuncia en la reunión anual para padres de Título I.

- Reuniones adicionales y oportunidades de asesoramiento: A lo largo del año escolar se ofrecen reuniones adicionales para la participación de los padres y oportunidades de asesoramiento, diseñadas para apoyar a los padres en la educación de sus hijos.

La escuela proporciona a los padres de estudiantes del Título I, Parte A información oportuna sobre los programas del Título I, Parte A (ESSA Sección 1116[c)(4)[A]). ¿Cómo proporciona información la escuela?

La escuela preparatoria Justin Garza involucra a los padres de los estudiantes de Título I de manera organizada, continua y oportuna en la planificación, revisión y mejora de sus programas de Título I y de la política de participación de padres de Título I.

La planificación, revisión y mejora de los programas de Título I se discuten en las reuniones del Consejo Escolar. La agenda publicada del Consejo Escolar notifica a los padres cuándo se discutirán los programas de Título I y cuándo se revisará la política de participación de los padres para realizar revisiones.

La escuela proporciona a los padres de estudiantes del Título I, Parte A una explicación del currículo utilizado en la escuela, evaluaciones utilizadas para medir el progreso estudiantil y los niveles de dominio que se espera que logren los estudiantes. (ESSA Sección 1116[c][4][B]). ¿Cómo proporciona información la escuela?

Los padres de estudiantes de Título I reciben información oportuna sobre los programas de Título I en:

- Reuniones de Padres de Título I
- Reuniones del LCAP
- Reuniones del Consejo Escolar
- Reuniones del Consejo Asesor de Aprendices de Inglés (ELAC)
- Mensajes de Parent Connect
- Sitio web de JGHS

De ser solicitado, a los padres de estudiantes del Título I, Parte A, se les brindan oportunidades para participar en reuniones regulares acerca de decisiones relacionadas con la educación de sus hijos. (ESSA Sección 1116[c][4][C]). ¿Cómo proporciona oportunidades la escuela?

Los padres de los estudiantes de Título I son informados sobre el currículo, las evaluaciones y el nivel de competencia que se espera que los estudiantes alcancen en:

- La Orientación para Estudiantes de Primer Año y Noche de Padres
- La Noche de Regreso a Clases
- Reuniones del Equipo de Estudio del Estudiante
- Reuniones del Consejo Escolar
- Reuniones del Comité Asesor de Aprendices de Inglés (ELAC)
- El Plan Único para el Rendimiento Estudiantil
- Reuniones para padres ofrecidas durante todo el año
- Los padres son notificados sobre las evaluaciones de Referencia, Tareas de Desempeño y Smarter Balance a través del sistema de comunicación telefónica Parent Connect y el sitio web de CHS.
- Un calendario de eventos del año se incluye en el paquete de materiales entregado a los estudiantes al inicio del nuevo año escolar y cuando se inscriben nuevos estudiantes.

La escuela involucra a los padres de Título I, Parte A en interacciones significativas con la escuela. El acuerdo apoya una asociación entre el personal, padres y la comunidad para mejorar el rendimiento académico estudiantil. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas:

La escuela proporciona asistencia a los padres de Título I, Parte A para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos (ESSA Sección 1116 [e] [1]).

La escuela preparatoria Justin Garza recopila comentarios y aportaciones de sus comités y grupos de padres. Además, el *Home School Compact* se entrega a los estudiantes en los paquetes del primer día de clases. Esta práctica fomenta una colaboración entre el estudiante, la escuela y el hogar para garantizar el éxito y el logro académico de los estudiantes.

Los padres de estudiantes de Título I, si lo solicitan, tienen la oportunidad de asistir a reuniones regulares para participar en las decisiones relacionadas con la educación de sus hijos. Esto fortalece la comunicación y la asociación, asegurando que las familias formen parte activa del proceso educativo y contribuyan al desarrollo y éxito académico de los estudiantes.

- Se espera que los maestros soliciten una reunión con los padres en cualquier momento que lo consideren necesario. Estas solicitudes pueden realizarse por teléfono, correo electrónico, una carta o en persona. La comunicación entre padres y maestros es una de las más altas prioridades en la escuela preparatoria Justin Garza.
- Se alienta a todos los padres a solicitar una reunión con el maestro de su hijo en cualquier momento durante el año escolar. Una reunión puede solicitarse a través de una carta, un correo electrónico, una llamada telefónica o en persona.
- El personal de la escuela preparatoria Justin Garza y los padres pueden solicitar una reunión del Equipo de Estudio del Estudiante (SST) para discutir inquietudes sobre el estudiante.
- Se programan reuniones planificadas para los estudiantes con un Plan de Educación Individualizada (IEP).

La escuela proporciona a los padres de Título I, Parte A, materiales y entrenamiento para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos (Sección ESA 1116 [e] [2]).

La escuela preparatoria Justin Garza recopila comentarios y aportaciones de sus comités y grupos de padres y programa clases y capacitaciones para padres anualmente. Los temas generalmente incluyen currículo e instrucción, información sobre el Programa de Aprendices de Inglés y evaluaciones, así como crianza de los hijos. Todas las clases cuentan con servicio de interpretación.

Con la ayuda de los padres del Título I, Parte A, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales (ESSA Sección 1116 [e] [3]).

El personal de la escuela preparatoria Justin Garza recibe desarrollo profesional dos veces al mes. A lo largo del año y durante reuniones con la administración, el psicólogo y colegas, el personal de Justin Garza High participa en aprendizaje profesional diseñado para involucrar tanto a los estudiantes como a los padres en el proceso de aprendizaje, y para compartir recursos e ideas para establecer y mejorar las asociaciones entre padres y maestros.

La escuela coordina e integra el programa de participación de padres Título I, Parte A con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4]).

El personal de la escuela preparatoria Justin Garza involucra a la comunidad de padres ofreciendo no solo educación para padres y asesoramiento vespertino en las instalaciones de la escuela, sino también informando y alentando la participación en reuniones y capacitaciones del distrito y la comunidad disponibles para ellos.

La escuela distribuye información relacionada con la escuela y programas para padres, reuniones y otras actividades a los padres de Título I, Parte A en un formato y lenguaje que los padres entienden (ESSA Sección 1116 [e] [5]).

La escuela preparatoria Justin Garza proporciona información a su comunidad de padres sobre los próximos eventos y actividades en la escuela, incluyendo reuniones de Título I y oportunidades para dar su opinión. Esta información se brinda a través de Blackboard Connect y está disponible en español e inglés, así como en otros idiomas según se solicite. La Política de Participación de Padres se distribuye a cada estudiante en su salón de clase o al momento de su inscripción.

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (Sección ESA 1116 [e] [14]).

Todas las oportunidades de participación de los padres se llevan a cabo teniendo en cuenta sus necesidades. Se ofrecen servicios de interpretación, cuidado de niños y refrigerios, así como transporte para los padres si lo solicitan.

La escuela ofrece oportunidades para la participación de todos los padres del Título I, Parte A, incluidos padres con dominio limitado del inglés, con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden (ESSA Sección 1116 [f]).

Por favor adjunte el Acuerdo entre la Escuela y los Padres a este documento.

Esta póliza fue adoptada por el Consejo Escolar de Justin Garza High School el 18 de diciembre del 2024 y estará vigente durante el año escolar 2024-25.

La escuela distribuirá esta póliza a todos los padres de niños que participan en el programa del Título I, Parte A.



Firma del Oficial Autorizado



Fecha

Departamento de Educación de California
Julio 2018

Reunión del Comité Asesor para el Aprendizaje de Inglés (ELAC)
Orden del día
4th Trimestre

Fecha de Publicación: _____ Fecha de la Reunión: _____

Lugar: _____

Enlace en línea:

ID de reunión: _____ Código de acceso: _____

Hora de Inicio: _____ Hora de Conclusión: _____

Resultados: los participantes podrán:

- Comentar sobre el borrador del Plan del Distrito (LCAP)
- Revisión de datos ATSI/CSI, si corresponde
- Plan Escolar Aprobado (SPSA 2025-2026)-revisión y hacer comentarios
- Aplicación de Primavera (Spring CARS)
- Recibir informe del representante del Comité DELAC
- Compartir los logros del año y reconocer el servicio de los miembros del comité


escanea el código QR para iniciar sesión



Representantes y personal: Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente (a)	2 minutos
Asistencia—establecer el quórum	No hubo.	Presidente (a)	1 minuto
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la agenda.	Presidente (a)	1 minuto
Reporte del/la Secretario(a)	Aprobación/Enmiendas.	Secretaria	0 minutos
Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.)	Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.	Presidente (a)	10 minutos (2 minutos por persona)
Reporte de Oficiales y Comités Activos y Especiales			

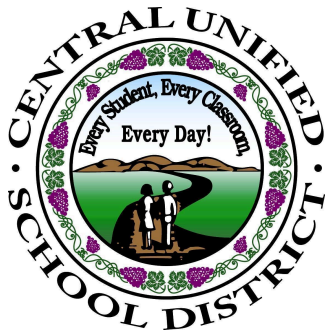
Reunión del Comité Asesor para el Aprendizaje de Inglés (ELAC)
Orden del día
4th Trimestre

Asuntos pendientes: Cualquier asunto de la última reunión (¿Algún asunto de la última reunión?)			
Nuevos Asuntos A. Comentar sobre el borrador del Plan del Distrito (LCAP) B. Revisión de datos ATSI/CSI, si corresponde C. Plan Escolar Aprobado (SPSA 2025-2026)-revisión y hacer comentarios D. Aplicación de Primavera (Spring CARS) E. Informe del representante del Comité DELAC F. Compartir los logros del año y reconocer el servicio de los miembros del comité	A. Revisión y Comentarios B. Revisión C. Revisión y Comentarios D. Revisión E. DELAC F. Representante del Comité DELAC Celebracion		
Nuevos negocios adicionales:			
Evaluación (formas de mejorar la reunión) Aplazamiento 	Comentarios de la reunión y aprobación para concluir.	Presidente	1 minuto

Lista de materiales:

Must be posted 72 hrs before meeting date

Gracias por asistir*



CENTRAL UNIFIED SCHOOL DISTRICT

Justin Garza High School
4100 N Grantland Ave
Fresno, CA 93723
Phone: (559) 275-4100
Fax: (559) 201-7262



Justin Garza High School
SCHOOL – PARENT COMPACT
Three-Way School Pledge

Staff Pledge:

Justin Garza High School understands its responsibility to provide high quality curriculum and instruction. Therefore, as your child's teacher, I agree to carry out the following responsibilities to the best of my ability:

- provide parents with the California grade-level standards to be taught and mastered for the school year,
- create a partnership with every family in my class - including opportunities to volunteer,
- monitor student progress in all subjects and report progress to parents every nine weeks (Kindergarten- every 13 weeks)
- communicate with parents using the student agenda or weekly correspondence,
- provide help to students as soon as it is needed and call home with specific concerns as needed,
- continually implement best instructional strategies and procedures so that I can successfully teach *all* children,
- assign work that is relevant and make sure students understand the assignment and what they will learn from it, as well as grade and or assess it promptly,
- participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community, and
- respect the school, students, staff and families.

Teacher's Signature

Date

Student Pledge:

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- report to class on time every day and be prepared for class by having the materials I need,
- take all communication home to my parent(s)/guardian,
- read independently at least 20 minutes every day,
- let my teacher and family know if I need help,
- do my homework every day and turn it in when it is due,
- be responsible for my own behavior and school property (i.e. tablets/chrome books, library and classroom text books),
- know and follow school procedures and class rules,
- participate in classroom activities and try to participate in at least one extra-curricular opportunity, and
- respect the school, classmates, staff and families.



CENTRAL UNIFIED SCHOOL DISTRICT

Justin Garza High School
4100 N Grantland Ave
Fresno, CA 93723
Phone: (559) 275-4100
Fax: (559) 201-7262



Family/Parent Pledge:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- make sure my child gets to school on time every day, gets enough sleep, is provided proper nutrition, and receives medical attention as needed,
- provide a quiet time and place for my child to complete homework,
- retrieve and review all school communications daily,
- attend Back to School Night, Parent-Teacher Conferences, Open House and other school events,
- read with my child at least 20 minutes a day or provide a time/place for my child to read at least 20 minutes a day,
- monitor my child's homework assignments,
- let the teacher know if my child has any problems with learning,
- support the school's/district's homework, discipline, dress code and attendance policies,
- communicate the importance of education and learning to my child,
- volunteer when possible, and
- respect the school, staff, students, and families.

Parent/Guardian Signature

Date



Justin Garza High School

Reunión del Consejo Escolar (SSC)

sign in

4to Cuarto

Fecha de Publicación: 27 de mayo 2025

Fecha de la Reunión: 29 de mayo 2025

Lugar: Salon de lectura

Hora de Inicio: 4:00 PM

Hora de Conclusión: 5:00 PM

Resultados:

- Finalización del Plan Escolar (SPSA) basado en CNA.
- Continuar recibiendo comentarios del Comité ELAC sobre programas para estudiantes que aprenden inglés como segundo idioma (EL).
- Revisar y comentar sobre el borrador del Plan del Distrito (LCAP).
- Recibir información sobre la información del Sistema de informes de solicitudes consolidadas de Primavera (Spring) (CARS).
- Aprobar la Política de participación de los padres del distrito y el Acuerdo entre el hogar y la escuela (si aún no lo ha hecho).
- Informe del representante del Comité PAC.
- Compartir los logros del año, reconocer a los miembros del comité.

Representantes y personal: Miembros del Consejo Escolar (SSC) Albert Mercado, Lorna Ugale, Angel De Leon, Twylite Lawrence, Beatriz Castro, Dana Davis, Viola Valenzuela, Alison Trukki, Suzanne Rivera, Mercedes Jones, Rebecca Magana-Dunas. Todo el personal, padres y miembros del público están invitados a asistir a la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) Responsable(s)	Límite de Tiempo
Inicio de la Reunión	No hubo.	Presidente	
Asistencia—establecer el quórum	No hubo.	Presidente	
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la Agenda.	Presidente	
Reporte del/la Secretario(a)	Aprobación/Enmiendas	Secretario(a)	
Reporte de Oficiales y Comités Activos y Especiales Informe del Representante del Comité PAC.	Información y discusión	Representante del Comité PAC	

<p>Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.) 2 minutos por persona</p>	<p>Según la ley de reuniones abiertas, en la reunión no se puede actuar sobre ninguna acción relacionada con comentarios públicos. Las cuestiones planteadas en esta reunión pueden programarse para otra reunión del consejo escolar.</p>	<p>Presidente</p>	<p>10 minutos</p>
<p>Temas Pendientes</p>	<p>Asuntos no completados de la reunión anterior del Consejo Escolar (SSC)</p>	<p>Presidente</p>	
<p>Nuevos Temas</p> <ul style="list-style-type: none"> • Finalización del Plan Escolar (SPSA) basado en CNA. • Continuar recibiendo comentarios del Comité ELAC sobre programas para estudiantes que aprenden inglés como segundo idioma (EL). • Revisar y comentar el borrador del Plan del Distrito (LCAP). • Sistema de informes de aplicaciones consolidadas de Primavera (Spring) (CARS) • Aprobar la Política de Participación de Padres (PEP) y el Acuerdo entre la Escuela y el Hogar (HSC) • Informe del representante del Comité (PAC) • Compartir los logros del año, reconocer a los miembros del comité. 	<p>Información</p> <p>Información y Comentarios</p> <p>Información</p> <p>Información y Comentarios</p> <p>Información</p> <p>Revisión y Aprobación</p> <p>Celebración</p>	<p>Director(a)</p> <p>Director(a)</p> <p>Director(a)</p> <p>Director(a)</p> <p>Director(a)</p> <p>Representante del Comité PAC</p> <p>Director(a)</p>	
<p>Evaluación (formas de mejorar la reunión) y Conclusión– Ver código QR</p>	<p>Comentarios de la reunión y aprobación para concluir.</p>	<p>Presidente</p>	<p>1 minuto</p>

****Gracias por asistir****



Evaluación de español

Choose your school site
English Learner Advisory Committee (ELAC) Meeting
Agenda
 4th Quarter

Date of Posting: _____ Meeting Date: _____

Location: _____

OnLine Link:

Meeting ID: _____ Passcode: _____

Start Time: _____ Ending Time: _____

Outcomes: Participants will be able to:

- Comment on LCAP draft
- ATSI/CSI data review if applicable
- Approved SPSA 2025-2026-review & comment
- Spring CARS
- Receive DELAC representative report
- Share accomplishments for the year and provide recognition of committee members service

Scan QR Code to Sign In




Attendance

Representatives & Staff: All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call-Establish Quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the Agenda	Chairperson	1 minute
Secretary's Report/Review Minutes	Approval/Amendments	Secretary	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council)	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes (2 minutes per person)
Report of Officers, Standing & Special Committees			

Choose your school site
English Learner Advisory Committee (ELAC) Meeting
Agenda
 4th Quarter

Unfinished Business (Any business from last meeting)			
New Business A. Comment on LCAP draft B. ATSI/CSI data review if applicable C. Approved SPSA 2025-26 review & comment D. Spring CARS E. DELAC representative report F. Share accomplishments for the year & provide recognition of committee members service	A. Review & Input B. Review C. Review & Input D. Review E. DELAC F. Celebrate		
Additional New Business:		Chairperson	
Evaluation (ways to improve the meeting) Adjournment - See QR Code		Meeting input and approval to adjourn	1minute

Agenda MUST be posted 72 hours prior to meeting

ਇੰਗਲੈਂਡ ਲਰਨਰ ਐਡਵਾਈਜ਼ਰੀ ਕਮੇਟੀ (ELAC) ਦੀ ਮੀਟਿੰਗ
ਚੋਬੀ ਚਿਤਮਾਰੀ

ਪੋਸਟਿੰਗ ਤਰੀਕ: _____
(posting date)

ਮੀਟਿੰਗ ਦੀ ਤਰੀਕ: _____
(meeting date)

ਥਾਂ: _____
(location)

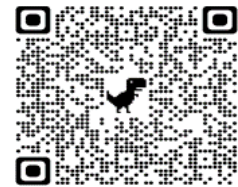
Online Link:

Meeting ID: _____ Passcode: _____

ਸ਼ੁਰੂਆਤੀ ਸਮਾਂ: _____
(start time)

ਸਮਾਪਤੀ ਸਮਾਂ: _____
(end time)

QR ਕੋਡ




ਨਤੀਜੇ: ਭਾਗੀਦਾਰ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ

- LCAP ਡਰਾਫਟ 'ਤੇ ਚਿੱਠੀ ਕਰਨਾ
- ATSI/CSI ਡਾਟਾ ਸਮੀਖਿਆ ਜੇਕਰ ਲਾਗੂ ਹੋਵੇ
- ਮਨਜ਼ੂਰਬੰਦਾ SPSA 2025-26-ਸਮੀਖਿਆ ਅਤੇ ਚਿੱਠੀ
- ਸਪਿਰਿਟ ਕਾਰਟ
- DELAC ਪ੍ਰਤੀਨਿਧੀ ਰਿਪੋਰਟ ਪੇਸ਼ ਕਰਨਾ
- ਸਾਲ ਦੀਆਂ ਪ੍ਰਾਪਤੀਆਂ ਸਮੀਖਿਆ ਕਰਨਾ ਅਤੇ ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਦੀ ਸੇਵਾ ਦੀ ਮਾਨਤਾ ਪ੍ਰਦਾਨ ਕਰਨਾ

ਪ੍ਰਤੀਨਿਧੀ ਅਤੇ ਸਟਾਫ਼: ELAC ਦੇ ਮੈਂਬਰ ਸਮੂਹ ਸਟਾਫ਼, ਮਾਪਿਆਂ ਅਤੇ ਜਨਤਾ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਮੀਟਿੰਗ ਵਿੱਚ ਬਿਠਾਉਣ ਲਈ ਸੱਦਾ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ।

ਏਜੰਡਾ ਦਾ ਵਿਵਰਣ Agenda Item	ਕਾਰਵਾਈ ਕਰਨ ਦੀ ਮੰਗ Action Required	ਵਿਸ਼ੇਸ਼ ਵਿਵਰਣ	ਸਮਾਂ ਸੀਮਾ
ਮੀਟਿੰਗ ਨੂੰ ਬੁਲਾਉਣਾ Call the Meeting to Order	ਕੋਈ ਨਹੀਂ (None)	ਚੇਅਰਪਰਸਨ	2 ਮਿੰਟ
ਰੋਲ ਕਾਲ - ਕੋਰਮ ਸਥਾਪਤ ਕਰੋ Roll Roll Call-Establish Quorum	ਕੋਈ ਨਹੀਂ (None)	ਚੇਅਰਪਰਸਨ	1 ਮਿੰਟ
ਕਾਰਜ ਸੂਚੀ ਵਿੱਚ ਬਦਲਾਅ / ਵਾਧਾ ਕਰਨਾ Changes/Additions to the Agenda	ਵਾਨਗੀ / ਸੁਧਾਰ/ਵਾਨਗੀ / ਸੁਧਾਰ	ਚੇਅਰਪਰਸਨ	1 ਮਿੰਟ
ਸਕੱਤਰ ਦੀ ਰਿਪੋਰਟ / ਸਮੀਖਿਆ ਮਿੰਟ Secretary's Report/Review Minutes	ਮਨਜ਼ੂਰ ਕਰੋ/ਵਾਨਗੀ/ਸੋਧ	ਪ੍ਰਿੰਸੀਪਲ	0 ਮਿੰਟ
ਜਨਤਕ ਚਿੱਠੀ (ਇਹ ਪਬਲਿਕ ਦੇ ਮੈਂਬਰਾਂ ਲਈ ਸਕੂਲ ਸਾਈਟ ਕੋਲ ਨੂੰ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਨ ਦਾ ਮੌਕਾ ਹੈ) 2 ਮਿੰਟ ਪ੍ਰਤੀ ਵਿਵਰਣ Public Comment	ਮੀਟਿੰਗ ਵਿੱਚ ਪਬਲਿਕ ਕਮੇਂਟ ਨੂੰ ਲੈਣ ਲਈ B"ਾਇਦ ਕੋਈ ਕਾਰਵਾਈ ਨਾ ਕੀਤੀ ਜਾਵੇ। ਇਸ ਮੀਟਿੰਗ ਵਿੱਚ ਉਠਾਏ ਗਏ ਮੌਕੇ B"ਾਇਦ ਵਿੱਚ ਹੋਰ ਸਕੂਲ ਸਾਈਟ ਕੋਲ ਦੀ ਮੀਟਿੰਗ ਵਿੱਚ ਚਿੱਠੀ ਕੀਤੇ ਜਾ ਸਕਦੇ ਹਨ।	ਚੇਅਰਪਰਸਨ	10 ਮਿੰਟ

ਇੰਗਿਲੈਂਡ ਲਰਨਰ ਐਡਵਾਈਜ਼ਰੀ ਕਮੇਟੀ (ELAC) ਦੀ ਮੀਟਿੰਗ
ਚੋਖੀ ਿਤਮਾਰੀ

<p>Report of Officers, Standing & Special Committees</p>			
<p>ਅਧੂਰੇ ਕਾਰੋਬਾਰ (ਪਿਛਲੀ ਮੀਟਿੰਗ ਤੋਂ ਕੋਈ ਵੀ ਕੰਮ) Unfinished Business from previous meeting</p>			
<p>ਨਵ ਕਾਰੋਬਾਰ</p> <p>A. LCAP ਡਰਾਫਟ 'ਤੇ ਿਟੱਪਣੀ ਕਰਨਾ</p> <p>B. ATSI/CSI ਡਾਟਾ ਸਮੀਖਿਆ ਜੇਕਰ ਲਾਗੂ ਹੋਵੇ</p> <p>C. ਮਨਜ਼ੂਰB"ੁਦਾ SPSA 2025-26 ਸਮੀਖਿਆ ਅਤੇ ਿਟੱਪਣੀ</p> <p>D. ਸਪਿਰੰਗ ਕਾਰਟ</p> <p>E. DELAC ਦੇ ਪ..ਤੀਨਧੀ ਦੀ ਿਰਪੋਰਟ</p> <p>F. ਸਾਲ ਦੀਆਂ ਪ..ਾਪਤੀਆਂ ਸਟੀਝੀਆਂ ਕਰਨਾ ਅਤੇ ਕਮੇਟੀ ਮਾਬਰਟ ਦੀ ਸੇਵਾ ਦੀ ਮਾਨਤਾ ਪ..ਦਾਨ ਕਰਨਾ</p>	<p>ਸਮੀਖਿਆ ਅਤੇ ਇਨਪੁਟ ਸਮੀਖਿਆ</p> <p>ਸਮੀਖਿਆ ਅਤੇ ਇਨਪੁਟ</p> <p>ਸਮੀਖਿਆ DELAC ਪ..ਤੀਨਧੀ ਦਾ ਜB"ਨ</p>	<p>ਚੇਅਰਪਰਸਨ</p>	<p>Insert number of minutes need to complete items</p>
<p>ਵਾਧੂ ਨਵਾਂ ਕਾਰੋਬਾਰ: Additional Business</p>			
<p>ਮੁਲਟਕਣ (ਮੀਟਿੰਗ ਨੰੂ ਿਬਹਤਰ ਬਣਾਉਣ ਦੇ ਤਰੀਕੇ) ਅਤੇ ਮੁਲਤਵੀ (QR ਕੋਡ ਹੋਠ ਢੇਖੋ)</p> 	<p>ਮੀਟਿੰਗ ਦਾ ਇੰਪੁਟ ਅਤੇ ਮੁਲਤਵੀ ਕਰਨ ਦੀ ਪ..ਵਾਨਗੀ</p>	<p>ਚੇਅਰਪਰਸਨ</p>	<p>1 ਿਮੰਟ</p>

ਆਉਣ ਲਈ ਤੁਹਾਡਾ ਧੰਨਵਾਦ

Must be posted 72 hrs before meeting date

Choose your school site
English Learner Advisory Committee (ELAC) Meeting
Agenda
 4th Quarter

Date of Posting: _____ Meeting Date: _____

Location: _____

OnLine Link:

Meeting ID: _____ Passcode: _____

Start Time: _____ Ending Time: _____

Outcomes: Participants will be able to:

- Comment on LCAP draft
- ATSI/CSI data review if applicable
- Approved SPSA 2025-2026-review & comment
- Spring CARS
- Receive DELAC representative report
- Share accomplishments for the year and provide recognition of committee members service

Scan QR Code to Sign In




Attendance

Representatives & Staff: All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call-Establish Quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the Agenda	Chairperson	1 minute
Secretary's Report/Review Minutes	Approval/Amendments	Secretary	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council)	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes (2 minutes per person)
Report of Officers, Standing & Special Committees			

Choose your school site
English Learner Advisory Committee (ELAC) Meeting
Agenda
 4th Quarter

Unfinished Business (Any business from last meeting)			
New Business A. Comment on LCAP draft B. ATSI/CSI data review if applicable C. Approved SPSA 2025-26 review & comment D. Spring CARS E. DELAC representative report F. Share accomplishments for the year & provide recognition of committee members service	A. Review & Input B. Review C. Review & Input D. Review E. DELAC F. Celebrate		
Additional New Business:		Chairperson	
Evaluation (ways to improve the meeting) Adjournment - See QR Code 	Meeting input and approval to adjourn		1minute

Agenda MUST be posted 72 hours prior to meeting

School Site
English Learner Advisory Committee
Minutes for ELAC 4th Quarter

 Meeting Date

Total Number of ELAC Members

_____ ELAC parents/guardians of English Learners
 _____ ELAC parents/guardians of other students
 _____ School Staff

ELAC Attendance for this meeting included:

_____ ELAC parents/guardians of English Learners
 _____ ELAC parents/guardians of other students
 _____ School Staff

A quorum of members must be present in order to conduct business. The number of committee members in attendance is _____

Has been met

Has not been met

Topic Addressed	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
	Advising the principal and staff in the development of a site plan for English Learners and submitting the plan to School Site Council for consideration of inclusion in the School Plan for Student Achievement.
	Assisting in the development of the schoolwide needs assessment.
	Ways to make parents aware of the importance of regular school attendance.
	Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC)
	Advising the principal and staff on the Masterplan for English Learners, Reclassification criteria, and the Local Control Accountability Plan.
	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities
	Training on district's Uniform Complaint Procedures, including William's requirements.

This first page is the cover for the minutes

NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three (3) years.)

English Learner Advisory Committee
Minutes for ELAC 4th Quarter

Meeting Date

1. Call the Meeting to Order.

2. Roll Call – Establish Quorum – list EL Committee Members present

3. Changes/Additions to the Meeting Agenda: (If none, indicate by stating the following: No changes were made.)

4. Secretary's Report/Review Minutes:

English Learner Advisory Committee
Minutes for ELAC 4th Quarter

Meeting Date

5. Public Comments:

6. Report of Officers, Standing & Special Committee

7. Unfinished Business:

English Learner Advisory Committee
Minutes for ELAC 4th Quarter

Meeting Date

8. New Business:

9. Evaluation/Adjournment:

Participants need to scan the QR Code to complete the EVALUATION



Respectfully submitted by:

Title:

Date Submitted/Revised:

Choose your site
COMITÉ ASESOR DE APRENDIZAJE DE INGLÉS DE LA
Acta del Comité

Meeting Date

Cantidad total de miembros de ELAC

_____Padres/tutores de estudiantes que aprenden inglés como segundo idioma del Comité ELAC

_____Padres/tutores de otros estudiantes del Comité ELAC

_____Miembros del personal de la escuela

La asistencia de ELAC para esta reunión incluyó a:

_____Padres/tutores de estudiantes que aprenden inglés como segundo idioma del Comité ELAC

_____Padres/tutores de otros estudiantes del Comité ELAC

_____Miembros del personal de la escuela

Un quórum mínimo de poner el número miembros debe estar presente para votar por asuntos de la reunión.
 La cantidad de miembros del comité que asistió fue de: poner el número

Se cumplió

No se cumplió

Tema Abordado	Requisitos Legales/Temas de Capacitación (Al final del año, todos los temas deben ser abordados)
	Asesorar al director y al personal en el desarrollo de un plan escolar para los estudiantes que aprenden inglés como segundo idioma y enviar el plan al Consejo Escolar para que se considere su inclusión en el Plan escolar para mejorar el rendimiento estudiantil.
	Ayudar en el desarrollo de la evaluación de las necesidades de toda la escuela.
	Formas de concientizar a los padres sobre la importancia de la asistencia regular a la escuela.
	Cada Comité ELAC tendrá la oportunidad de elegir al menos un miembro del Comité Asesor de Aprendices de Inglés del Distrito (DELAC).
	Asesorar al director y al personal sobre el Plan general para estudiantes aprendices de inglés, los requisitos de reclasificación y el Plan de Rendición de Cuentas y Control Local.
	Capacitación de ELAC y materiales de capacitación, planificados en plena consulta con los miembros del comité, apropiados para ayudar a los miembros a llevar a cabo sus responsabilidades de asesoría legal.
	Capacitación sobre los Procedimientos uniformes de quejas del distrito, incluidos los requisitos de "Williams".

Esta primera página es la portada del acta.

Choose your site
COMITÉ ASESOR DE APRENDIZAJE DE INGLÉS DE LA
Acta del Comité

Meeting Date

1. Inicio de la reunión:.

2. Asistencia—establecer el quórum

3. Cambios/adiciones a la agenda de la reunión: *Se hicieron los siguientes cambios/adiciones a la agenda: Si no hubo, diga lo siguiente: No se hicieron cambios*

4. Informe del Secretario/Actas de Revisión

Choose your site
COMITÉ ASESOR DE APRENDIZAJE DE INGLÉS DE LA
Acta del Comité

Meeting Date

5. Comentarios Públicos (Esta es una oportunidad para que los miembros del público brinden información al consejo escolar.)

6. Informe de los funcionarios, comités permanentes y especiales

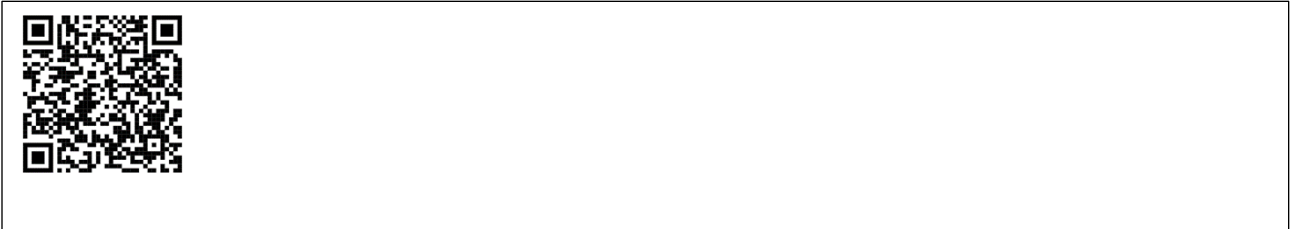
7. Asuntos pendientes: Cualquier asunto de la última reunión

Choose your site
COMITÉ ASESOR DE APRENDIZAJE DE INGLÉS DE LA
Acta del Comité

Meeting Date

8. Nuevos Asuntos:

9. Evaluación: (formas de mejorar la reunión) y Conclusión– Ver código QR)

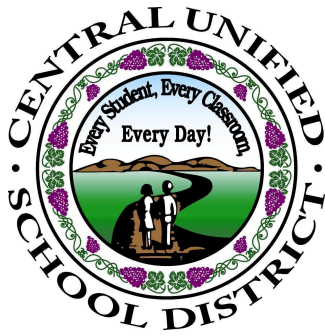


Respetuosamente: _____

Secretario(a) del Comité ELAC: _____

Fecha de envío/revisión: _____

(NOTA: Se deben adjuntar copias de todos los materiales distribuidos a las actas oficiales del/la secretario(a). Estas actas deben mantenerse durante tres años).



CENTRAL UNIFIED SCHOOL DISTRICT

Justin Garza High School
4100 N Grantland Ave
Fresno, CA 93723
Phone: (559) 275-4100
Fax: (559) 201-7262



Escuela Preparatoria de Justin Garza
ESCUELA - PACTO DE PADRES
Promesa escolar tripartita

Compromiso del personal:

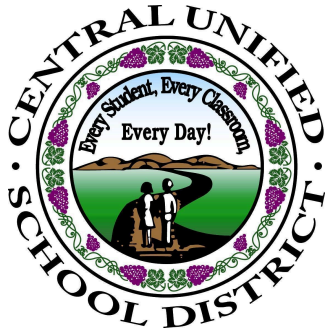
La Escuela Preparatoria Justin Garza entiende su responsabilidad de proporcionar un currículo e instrucción de alta calidad. Por lo tanto, como maestro de su hijo, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- proporcionar a los padres los estándares de nivel de grado de California para que se enseñen y dominen durante el año escolar,
- crear una sociedad con cada familia en mi clase - incluyendo oportunidades para ser voluntario,
- monitorear el progreso de los estudiantes en todas las materias e informar el progreso a los padres cada nueve semanas (jardín de infantes, cada 13 semanas)
- comunicarse con los padres usando la agenda del estudiante o la correspondencia semanal,
- proporcionar ayuda a los estudiantes tan pronto como sea necesario y llamar a casa con inquietudes específicas según sea necesario,
- implementar continuamente las mejores estrategias y procedimientos de instrucción para poder enseñar con éxito a todos los niños,
- asignar trabajo que sea relevante y asegurarse de que los estudiantes entiendan la tarea y lo que aprenderán de ella, así como calificarla o evaluarla con prontitud,
- participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje, y apoyen la formación de asociaciones con las familias y la comunidad, y
- respetar la escuela, los estudiantes, el personal y las familias.

Compromiso del estudiante:

Me doy cuenta de que mi educación es importante. Sé que soy el responsable de mi propio éxito. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- presentarme a clase a tiempo todos los días y estar preparado para la clase teniendo los materiales que necesito,
- llevar toda la comunicación a casa a mi(s) padre(s)/tutor,
- leer de forma independiente al menos 20 minutos todos los días,
- Informar a mi maestro y a mi familia si necesito ayuda,
- hacer mi tarea todos los días y entregarla cuando se debe,
- ser responsable de mi propio comportamiento y de la propiedad escolar (es decir, tabletas/libros cromados, libros de texto de la biblioteca y del salón de clases),
- conocer y seguir los procedimientos escolares y las reglas de la clase,
- participar en las actividades del salón de clases y tratar de participar en al menos una oportunidad extracurricular, y
- respetar la escuela, los compañeros de clase, el personal y las familias.



CENTRAL UNIFIED SCHOOL DISTRICT

Justin Garza High School
4100 N Grantland Ave
Fresno, CA 93723
Phone: (559) 275-4100
Fax: (559) 201-7262



Firma del estudiante

Fecha

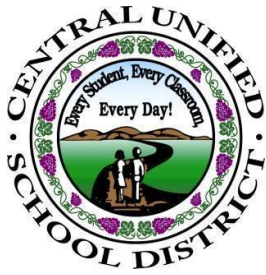
Compromiso de la familia/padres:

Entiendo que mi participación en la educación de mi hijo ayudará a su rendimiento y actitud. Por lo tanto, continuaré desempeñando las siguientes responsabilidades lo mejor que pueda:

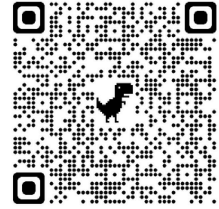
- asegurarme de que mi hijo llegue a la escuela a tiempo todos los días, duerma lo suficiente, reciba una nutrición adecuada y reciba atención médica según sea necesario,
- proporcionar un momento y un lugar tranquilos para que mi hijo complete la tarea,
- recuperar y revisar todas las comunicaciones escolares diariamente,
- asistir a la Noche de Regreso a la Escuela, conferencias de padres y maestros, jornada de puertas abiertas y otros eventos escolares,
- leer con mi hijo al menos 20 minutos al día o proporcionar un horario/lugar para que mi hijo lea al menos 20 minutos al día,
- supervisar las tareas asignadas de mi hijo,
- informar al maestro si mi hijo tiene algún problema con el aprendizaje,
- apoyar la tarea, la disciplina, el código de vestimenta y las políticas de asistencia de la escuela/distrito,
- comunicar la importancia de la educación y el aprendizaje a mi hijo,
- voluntario cuando sea posible, y
- respetar la escuela, el personal, los estudiantes y las familias.

Firma del padre/tutor

Fecha



Sian in English



Justin Garza High School

School Site Council (SSC) 4th Quarter Meeting

Date of Posting: May 27th, 2025

Meeting Date: May 29th, 2025

Location: Lecture Hall

Starting Time: 4:00 PM

Ending Time: 5:00 PM

Outcomes:

- **SPSA completion based on CNA**
- **Continue to receive input from ELAC on programs for ELs**
- **Review & comment LCAP draft**
- **Receive information on Spring Consolidated Application Reporting System (CARS) information**
- **Approve district Parent Engagement Policy and Home School Compact (if not already done)**
- **PAC Representative Report**
- **Share accomplishments for the year, recognize committee members**

- **Representatives & Staff:** SSC members Albert Mercado, Lorna Ugale, Angel De Leon, Twylite Lawrence, Beatriz Castro, Dana Davis, Viola Valenzuela, Alison Trukki, Suzanne Rivera, Mercedes Jones, Rebecca Magana-Dunas. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	
Roll Call—establish quorum	None	Chairperson	
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	
Secretary’s Report	Approval/Amendments	Secretary	
Report of Officers, Standing & Special Committees PAC representative report	Information & discussion	PAC representative	
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Chairperson	

New Business <ul style="list-style-type: none"> • SPSA completion based on CNA • Continue to receive input from ELAC on programs for ELs • Review & comment LCAP draft • Information Spring Consolidated Application Reporting System(CARS) • Approve PEP & HSC • PAC Representative Report • Share accomplishments for the year, recognize committee members 	Information Information & input Information Information & input Information Review & approve Discuss Celebrate	Principal Principal Principal Principal Principal Principal Principal PAC Rep	
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

*****Thank you for coming*****



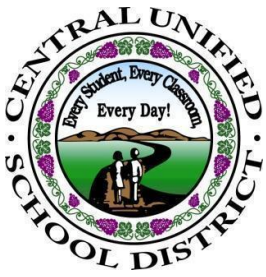
English Evaluation



Spanish Evaluation



Punjabi Evaluation



Justin Garza High School

ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ (SSC) ਦੀ ਤੀਜੀ ਤਿਮਾਹੀ ਮੀਟਿੰਗ

ਪੇਸਟਿੰਗ ਦੀ ਮਿਤੀ: 27 ਮਈ, 2025

ਮੀਟਿੰਗ ਦੀ ਮਿਤੀ: 29 ਮਈ, 2025

ਟਿਕਾਣਾ: ਲੈਕਚਰ ਹਾਲ

ਸ਼ੁਰੂਆਤੀ ਸਮਾਂ: ਸ਼ਾਮ 4:00 ਵਜੇ

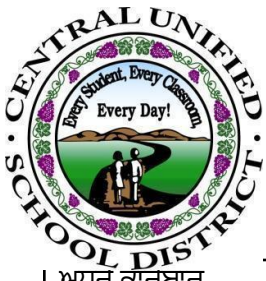
ਸਮਾਪਤੀ ਸਮਾਂ: ਸ਼ਾਮ 5:00

ਨਤੀਜੇ:

- CNA 'ਤੇ ਆਧਾਰਿਤ SPSA ਸੰਪੂਰਨਤਾ
- ELs ਲਈ ਪ੍ਰੋਗਰਾਮਾਂ 'ਤੇ ELAC ਤੋਂ ਇਨਪੁਟ ਪ੍ਰਾਪਤ ਕਰਨਾ ਜਾਰੀ ਰੱਖਣਾ
- LCAP ਡਰਾਫਟ ਦੀ ਸਮੀਖਿਆ ਅਤੇ ਟਿੱਪਣੀ ਕਰਨਾ
- ਸਪਰਿੰਗ ਕੰਸੋਲੀਡੇਟਿਡ ਐਪਲੀਕੇਸ਼ਨ ਰਿਪੋਰਟਿੰਗ ਸਿਸਟਮ (CARS) ਦੀ ਜਾਣਕਾਰੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਾ
- ਡਿਸਟ੍ਰਿਕਟ ਮਾਪਿਆਂ ਦੀ ਸਮੂਹਿਕ ਨੀਤੀ ਅਤੇ ਹੋਮ ਸਕੂਲ ਕੰਪੈਕਟ ਨੂੰ ਮਨਜ਼ੂਰੀ ਦੇਣਾ (ਜੇਕਰ ਪਹਿਲਾਂ ਹੀ ਨਹੀਂ ਕੀਤਾ ਗਿਆ)
- PAC ਪ੍ਰਤੀਨਿਧੀ ਦੀ ਰਿਪੋਰਟ
- ਸਾਲ ਦੀਆਂ ਪ੍ਰਾਪਤੀਆਂ ਸਾਂਝੀਆਂ ਕਰਨੀਆਂ, ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਦੀ ਮਾਨਤਾ ਕਰਨਾ

ਪ੍ਰਤੀਨਿਧ ਅਤੇ ਸਟਾਫ਼: SSC ਮੈਂਬਰ Albert Mercado, Lorna Ugale, Angel De Leon, Twylite Lawrence, Beatriz Castro, Dana Davis, Viola Valenzuela, Alison Trukki, Suzanne Rivera, Mercedes Jones, Rebecca Magana-Dunas. ਸਾਰੇ ਸਟਾਫ਼, ਮਾਪਿਆਂ ਅਤੇ ਜਨਤਾ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਮੀਟਿੰਗ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣ ਲਈ ਸੱਦਾ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ।

ਏਜੰਡੇ ਦਾ ਵਿਸ਼ਾ	ਕਾਰਵਾਈ ਕਰਨ ਦੀ ਮੰਗ	ਜ਼ਿੰਮੇਵਾਰ ਵਿਅਕਤੀ	ਸਮਾਂ ਸੀਮਾ
ਮੀਟਿੰਗ ਨੂੰ ਬੁਲਾਉਣਾ	ਕੋਈ ਨਹੀਂ (None)	ਚੇਅਰਪਰਸਨ	
ਹਾਜ਼ਰੀ ਲਾਉਣੀ—ਕੋਰਸ ਸਥਾਪਤ ਕਰਨਾ	ਕੋਈ ਨਹੀਂ (None)	ਚੇਅਰਪਰਸਨ	
ਏਜੰਡੇ ਵਿੱਚ ਬਦਲਾਅ/ਵਾਧਾ	ਕਾਰਜ ਸੂਚੀ ਦੀ ਪ੍ਰਵਾਨਗੀ /ਸੁਧਾਰ	ਚੇਅਰਪਰਸਨ	
ਸਕੱਤਰ ਦੀ ਰਿਪੋਰਟ	ਪ੍ਰਵਾਨਗੀ/ਸੋਧ	ਸਕੱਤਰ	
ਅਫਸਰਾਂ, ਸਥਾਈ ਅਤੇ ਵਿਸ਼ੇਸ਼ ਕਮੇਟੀਆਂ ਦੀ ਰਿਪੋਰਟ PAC ਪ੍ਰਤੀਨਿਧੀ ਦੀ ਰਿਪੋਰਟ	ਜਾਣਕਾਰੀ ਅਤੇ ਚਰਚਾ	PAC ਪ੍ਰਤੀਨਿਧੀ	
ਜਨਤਕ ਟਿੱਪਣੀ (ਇਹ ਪਬਲਿਕ ਦੇ ਮੈਂਬਰਾਂ ਲਈ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ ਨੂੰ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰਨ ਦਾ ਮੌਕਾ ਹੈ) 2 ਮਿੰਟ ਪ੍ਰਤੀ ਵਿਅਕਤੀ	ਮੀਟਿੰਗ ਵਿੱਚ ਪਬਲਿਕ ਕਮੇਂਟ ਨੂੰ ਲੈ ਕੇ ਸ਼ਾਇਦ ਕੋਈ ਕਾਰਵਾਈ ਨਾ ਕੀਤੀ ਜਾਵੇ। ਇਸ ਮੀਟਿੰਗ ਵਿੱਚ ਉਠਾਏ ਗਏ ਮੁੱਦੇ ਸ਼ਾਇਦ ਕਿਸੇ ਹੋਰ ਸਕੂਲ ਸਾਈਟ ਕੌਂਸਲ ਦੀ ਮੀਟਿੰਗ ਵਿੱਚ ਤਹਿ ਕੀਤੇ ਜਾ ਸਕਦੇ ਹਨ।	ਚੇਅਰਪਰਸਨ	10 ਮਿੰਟ



ਅਧੁਰ ਕਾਰੋਬਾਰ	ਪਿਛਲੀ SSC ਮੀਟਿੰਗ ਤੋਂ ਕਾਰੋਬਾਰ ਪੂਰਾ ਨਹੀਂ ਹੋਇਆ	ਚੇਅਰਪਰਸਨ	
<p>ਨਵੇਂ ਕਾਰੋਬਾਰ</p> <ul style="list-style-type: none"> • CNA 'ਤੇ ਆਧਾਰਿਤ SPSA ਸੰਪੂਰਨਤਾ • ELs ਲਈ ਪ੍ਰੋਗਰਾਮਾਂ 'ਤੇ ELAC ਤੋਂ ਇਨਪੁਟ ਪ੍ਰਾਪਤ ਕਰਨਾ ਜਾਰੀ ਰੱਖਣਾ • LCAP ਡਰਾਫਟ ਦੀ ਸਮੀਖਿਆ ਅਤੇ ਟਿੱਪਣੀ ਕਰਨਾ • ਸਪਰਿੰਗ ਕੰਸੋਲੀਡੇਟਿਡ ਐਪਲੀਕੇਸ਼ਨ ਰਿਪੋਰਟਿੰਗ ਸਿਸਟਮ (CARS) ਦੀ ਜਾਣਕਾਰੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਾ • PEP ਅਤੇ HSC ਨੂੰ ਮਨਜ਼ੂਰੀ ਦੇਣਾ • PAC ਪ੍ਰਤੀਨਿਧੀ ਦੀ ਰਿਪੋਰਟ • ਸਾਲ ਦੀਆਂ ਪ੍ਰਾਪਤੀਆਂ ਸਾਂਝੀਆਂ ਕਰਨੀਆਂ, ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਦੀ ਮਾਨਤਾ ਕਰਨਾ 	<p>ਜਾਣਕਾਰੀ</p> <p>ਜਾਣਕਾਰੀ ਅਤੇ ਇਨਪੁਟ</p> <p>ਜਾਣਕਾਰੀ</p> <p>ਜਾਣਕਾਰੀ ਅਤੇ ਇਨਪੁਟ</p> <p>ਜਾਣਕਾਰੀ</p> <p>ਸਮੀਖਿਆ ਅਤੇ ਮਨਜ਼ੂਰੀ ਚਰਚਾ</p> <p>ਜਸ਼ਨ</p>	<p>ਪ੍ਰਿੰਸੀਪਲ</p> <p>ਪ੍ਰਿੰਸੀਪਲ</p> <p>ਪ੍ਰਿੰਸੀਪਲ</p> <p>ਪ੍ਰਿੰਸੀਪਲ</p> <p>ਪ੍ਰਿੰਸੀਪਲ</p> <p>ਪ੍ਰਿੰਸੀਪਲ</p> <p>ਪ੍ਰਿੰਸੀਪਲ</p> <p>PAC ਪ੍ਰਤੀਨਿਧੀ</p>	
<p>ਮੁਲਾਂਕਣ (ਮੀਟਿੰਗ ਨੂੰ ਬਿਹਤਰ ਬਣਾਉਣ ਦੇ ਤਰੀਕੇ) ਅਤੇ ਮੁਲਤਵੀ (ਹੇਠਾਂ QR ਕੋਡ ਦੇਖੋ)</p>	<p>ਮੀਟਿੰਗ ਦਾ ਇੰਪੁੱਟ ਅਤੇ ਮੁਲਤਵੀ ਕਰਨ ਦੀ ਪ੍ਰਵਾਨਗੀ</p>	<p>ਚੇਅਰਪਰਸਨ</p>	<p>1 ਮਿੰਟ</p>

ਆਉਣ ਲਈ ਤੁਹਾਡਾ ਧੰਨਵਾਦ



Punjabi Evaluation

JGHS SCHOOL SITE ADVISORY COMMITTEE (SSC) MINUTES
5/29/25

1. Call the Meeting to Order:

- The meeting was called to order at 4:09pm by Beatriz Castro. Everyone was welcomed.
Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Beatriz Castro	Parent	X	1	Candace Braun	Teacher	x
2	Regina Bacchus	Parent	X	2	Albert Mercado	Other	X
3	Dani Mason	Student	x	3	Jane Isaac	Other	X
4	Isabella Trujillo	Student	X	4	Hugo Caballero	Other	X
5	Twylite Lawrence	Other	X	5	Olga Salcedo	VP	X
6	Lorna Ugale	Teacher	X	6	Rosa Rubio	Principal	X

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 12 members are present
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.
- Motion to approve agenda as printed: Lorna Ugale
- 2nd Motion: Candice Braun
- M/S/C to approve the agenda

4. Secretary's Report:

- Minutes displayed on screen for review
- REVISED RFEP CELEBRATION DATE: 6/6 from 5:00-7:30pm

5. Committee Reports:

- n/a

6. Public Comment:

- Bea Castro, who has been a part of SSC the past 4 years and served as chairperson this past year, thanked the staff for the role they've played in her son's Garza experience.

7. Unfinished Business:

- none

8. New Business

- **Single Plan for Student Achievement (SPSA)-Rosa Rubio**
 - Plan was developed based on LCAP
 - SPSA is a living document so can be changed according to needs that might arise/change throughout the year

GOAL 1: Academic - How can we help students grow academically?

Rosa shared from the CA Dashboard

- ELA is green (meeting standards)
- ELL is green (meeting standards)
- Math is orange (below standards)

Strategies

- professional development & teacher planning
- books & supplies (supplemental supplies/programs to support curriculum)

Comments

Q: Would it be possible to fund Teaching Fellows/tutoring from this section?

A: Yes, should fall under Salaries

-need to figure out how to get a contract (Rosa will contact Marilyn Lopez to see next steps)

GOAL 2: EQUITABLE AND ENGAGING LEARNING OPPORTUNITIES FOR ALL STUDENTS (Graduation Rate, SEL, Suspension, Absenteeism)

Strategies

- money for childcare needs for parent workshops
- use of MINGA (implement more features)
- technology needs- tablets are being collected by the district so we'll need to purchase new ones for site use
- PBIS - materials for positive affirmation
- pay for classified staff to do home visits

Comments

Q: Possibility of purchasing a read aloud program for students?

A: Yes, it would fall in this category

GOAL 3: FOSTER SAFE SCHOOLS & PARTNERSHIP WITH FAMILIES/COMMUNITY

-panorama survey says around 30% feel safe, which differs from what students told WASC

-suspension rate is 4.9% (there are subgroups that have different rates)

-parent involvement

Strategies

- principal coffee hour
- library purchases to promote literacy

Comments

Q: What can we do to make parents feel more welcome to get involved?

A: Personal touch to invite families to come to different parent events (parent suggestion)

- Motion to approve proposed SPSA as presented by Mrs. Rubio: Lorna Ugale
- 2nd Motion: Candice Braun
- M/S/C to approve the proposed SPSA as presented by Mrs. Rubio

A. EL Reclassifications - Olga Salcedo

District Goal - 20%

ELs 24-25- 159 students

Students who received a 4 on ELPAC- 33 students

Ready for reclassification- 31 students

Need other benchmark- 2 students

$33/159 = 20.8\%$

B. Extended Learning Program - Albert Mercado

- Average attendance is 150 students
- Receive tutoring and other enrichment opportunities
- Would like to continue partnerships with programs like Mock Trial, Football, etc.

C. GARZA Accomplishments - Rosa Rubio

Over 700+ academic Awards

38 Valedictorians

Mock Trial

Band

Choir

Boys Basketball

Cheer

J. Other

- Link Crew (to welcome freshmen & for mentorship to support new freshmen, our data shows the most issues have been with this group)
- Meeting dates ahead: Q1- Oct 2025, Q2- Dec 2025, Q3- Feb 26, Q4- Apr/May 26

9. Evaluation & Adjournment:

- Participants use the QR code to complete the meeting evaluation form or offer oral comments
- The JGHS SSC meeting was adjourned by Beatriz Castro at 5:02pm

Respectfully submitted,

Jane Isaac

Jane Isaac

Staff Member

ACTAS DEL COMITÉ ASESOR DEL SITIO ESCOLAR (SSC) DE JGHS
29/05/25

1. Llamar a la sesión al orden :

- Beatriz Castro declaró abierta la sesión a las 16:09. Se dio la bienvenida a todos. Estuvieron presentes:

	Padre/Tutor/Estudiante		Presente		Personal		Presente
1	Beatriz Castro	Padre	incógnita	1	Candace Braun	Maestro	incógnita
2	Regina Baco	Padre	incógnita	2	Alberto Mercado	Otro	incógnita
3	Dani Mason	Alumno	incógnita	3	Jane Isaac	Otro	incógnita
4	Isabella Trujillo	Alumno	incógnita	4	Hugo Caballero	Otro	incógnita
5	Twylite Lawrence	Otro	incógnita	5	Olga Salcedo	Vicepresidente	incógnita
6	Lorna Ugale	Maestro	incógnita	6	Rosa Rubio	Principal	incógnita

2. Lista de asistencia:

- (Hoja de registro).
- Se anunció el presidente
 - Se necesitan 6 miembros para establecer el quórum
 - Están presentes 12 miembros
 - Se ha establecido el quórum

3. Cambios/Adiciones al Orden del Día de la Reunión :

- No se hicieron cambios ni adiciones al orden del día.
- Moción para aprobar la agenda tal como está impresa: Lorna Ugale
- 2ª Moción: Candice Braun
- El M/S/C aprobará la agenda

4. Informe del Secretario :

- Minutos mostrados en pantalla para su revisión
- FECHA DE CELEBRACIÓN DE LA RFEP REVISADA: 6/6 de 5:00 a 7:30 p. m.

5. Informes de los comités :

- n / A

6. Comentario público :

- Bea Castro, quien ha sido parte de SSC los últimos 4 años y se desempeñó como presidenta el año pasado, agradeció al personal por el papel que desempeñaron en la experiencia de su hijo en Garza.

7. Asuntos pendientes:

- ninguno

8. Nuevos negocios

- **Plan Único para el Logro Estudiantil (SPSA) - Rosa Rubio**
 - El plan se desarrolló con base en el LCAP
 - El SPSA es un documento vivo, por lo que puede modificarse según las necesidades que puedan surgir o cambiar a lo largo del año.

OBJETIVO 1: Académico - ¿Cómo podemos ayudar a los estudiantes a crecer académicamente?

Rosa compartió desde el Tablero de CA

- ELA es verde (cumple con los estándares)
- ELL es verde (cumple con los estándares)
- Las matemáticas son naranjas (por debajo de los estándares)

Estrategias

- desarrollo profesional y planificación docente
- libros y útiles (materiales complementarios/programas para apoyar el currículo)

Comentarios

P: ¿Sería posible financiar becas de docencia y tutorías desde esta sección?

A: Sí, debería incluirse en Salarios.

- Necesito averiguar cómo conseguir un contrato (Rosa se comunicará con Marilyn López para ver los próximos pasos)

OBJETIVO 2: OPORTUNIDADES DE APRENDIZAJE EQUITATIVAS Y ATRACTIVAS PARA TODOS LOS ESTUDIANTES (Tasa de graduación, SEL, Suspensión, Ausentismo)

Estrategias

- dinero para las necesidades de cuidado infantil para talleres para padres
- uso de MINGA (implementar más funcionalidades)
- Necesidades tecnológicas- El distrito está recolectando tabletas, por lo que necesitaremos comprar otras nuevas para usar en el sitio.
- PBIS - materiales para la afirmación positiva
- pagar al personal clasificado para que haga visitas domiciliarias

Comentarios

P: ¿Es posible adquirir un programa de lectura en voz alta para estudiantes?

A: Sí, entraría en esta categoría.

OBJETIVO 3: FOMENTAR ESCUELAS SEGURAS Y LA ASOCIACIÓN CON LAS FAMILIAS Y LA COMUNIDAD

- La encuesta panorámica dice que alrededor del 30% se siente seguro, lo que difiere de lo que los estudiantes dijeron a WASC
- La tasa de suspensión es del 4,9% (hay subgrupos que tienen tasas diferentes)
- participación de los padres

Estrategias

- Hora principal del café
- compras de biblioteca para promover la alfabetización

Comentarios

P: ¿Qué podemos hacer para que los padres se sientan más bienvenidos a participar?

A: Toque personal para invitar a las familias a asistir a diferentes eventos para padres (sugerencia de los padres)

- Moción para aprobar el Plan Único para el Desarrollo Escolar (SPSA) propuesto por la Sra. Rubio: Lorna Ugale
- 2ª Moción: Candice Braun
- El M/S/C aprobará el SPSA propuesto presentado por la Sra. Rubio

A. Reclassificaciones EL - Olga Salcedo

Meta del Distrito - 20%

ELs 24-25- 159 estudiantes

Estudiantes que recibieron un 4 en ELPAC- 33 estudiantes

Listos para la reclasificación - 31 estudiantes

Se necesita otro punto de referencia: 2 estudiantes

$$33/159 = 20,8\%$$

B. Programa de Aprendizaje Extendido - Albert Mercado

- La asistencia promedio es de 150 estudiantes.
- Recibir tutoría y otras oportunidades de enriquecimiento.
- Me gustaría continuar colaborando con programas como Mock Trial, Football, etc.

C. Logros de GARZA - Rosa Rubio

Más de 700 premios académicos

38 estudiantes de último año

Juicio simulado

Banda

Coro

Baloncesto masculino

Alegría

J. Otro

- Link Crew (para dar la bienvenida a los estudiantes de primer año y brindar tutoría para apoyar a los nuevos estudiantes de primer año; nuestros datos muestran que la mayoría de los problemas han sido con este grupo)
- Fechas de reunión próximas: T1: octubre de 2025, T2: diciembre de 2025, T3: 26 de febrero, T4: abril/mayo de 2025

9. Evaluación y aplazamiento :

- Los participantes utilizan el código QR para completar el formulario de evaluación de la reunión u ofrecer comentarios orales.
- La reunión del SSC de JGHS fue clausurada por Beatriz Castro a las 5:02 p.m.

Atentamente,

Jane Isaac

Jane Isaac

Miembro del personal