School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grand Terrace High School	36-67686-0125500	May 22, 2023 Anticipated	June, 2023 PENDING

Purpose and Description

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

- Schoolwide Program
- Targeted Support and Improvement

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

The School Site Council has outlined a comprehensive strategy to ensure that our students receive the support and resources they need to thrive academically.

1)Collaborative Planning: We have established a dedicated team comprising administrators, teachers, parents, and community members to review and align our school's goals, priorities, and resources with ESSA requirements, LCAP guidelines, and other relevant programs.
2) Needs Assessment and Data-Driven Decision Making: By conducting a thorough needs assessment, we can identify areas for improvement and allocate resources effectively.
3) Comprehensive and Coordinated Support System: To meet the diverse needs of our students, we have developed a comprehensive and coordinated support system that includes academic intervention programs, English language development initiatives, special education services, and social-emotional support.
4) Professional Development and Capacity Building: Our school is committed to providing ongoing professional development opportunities for educators and staff to enhance their skills and knowledge in addressing the needs of all students. In the upcoming years we plan to develop more structured PLCs to support student learning. More structured PLC's focused on improving all students' learning will strengthen our professional practices and enable us to better support student learning and produce better outcomes for all our students. GTHS also plan to focus professional development around developing common schoolwide practices to encourage student participation in learning. Better engaging all learners through consistent and schoolwide instructional routines and procedures, classroom management, and engagement practices will enable us to better support student learning and produce better outcomes for all our students. Another area of focus will be

supporting our African American, EL, and SPED populations to ensure academic achievement. In the upcoming year we plan to provide professional staff development on differentiated instruction, classroom interventions, culturally-responsive pedagogy, restorative practices, as well as train EL and Core teachers on secondary lesson planning with EL standards embedded as well as strategies for supporting EL students. Finally we want to ensure that all of our staff (as well as students and community members) are well aware of the College and Career Indicators on the CA dashboard to support student individualized four year plans and improve the College and Career Readiness of our students.
5) Family and Community Engagement: We recognize the importance of family and community involvement in our students' success. This collaborative approach ensures that our school's plans and programs are responsive to the needs and priorities of our community while aligning with ESSA and LCAP requirements.
6) Monitoring, Evaluation, and Continuous Improvement: Our school regularly monitors and evaluates the implementation and effectiveness of our plans and programs. We use this data to inform our decision-making and drive continuous improvement, ensuring that we remain in compliance with ESSA requirements, aligned with our LCAP, and responsive to the changing needs of our students and community.

By implementing this comprehensive and strategic approach, we aim to create an educational environment that empowers our students to succeed academically, socially, and emotionally.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A school climate/PBIS perception survey was given to students, parents and teachers in January of 2020, March of 2021, April of 2022, and September of 2022. The feedback suggests the majority of participants believe we are making some progress at improving student achievement by increasing parent involvement and partnerships. The same data set suggests that an overwhelming majority of participants believe we are making some progress at improving student achievement by support their social-emotional well-being.

Classroom Observations

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

Types of Classroom Observations:
We implement a combination of formal and informal observations, including:
1) Formal Observations: These involve pre-scheduled, structured classroom visits by administrators or instructional coaches, typically lasting 45-60 minutes. Formal observations focus on various aspects of teaching, such as lesson planning, instructional strategies, classroom management, and student engagement.

2) Walkthroughs: Administrators or instructional coaches conduct brief, frequent visits to multiple classrooms to gather a snapshot of the overall teaching and learning environment.

Frequency of Classroom Observations:
We aim to strike a balance between providing ongoing support and minimizing disruptions to the teaching and learning process. The frequency of classroom observations is as follows:
a) Formal Observations: At least one formal observation is conducted for each teacher that is on the evaluation cycle during the school year.

b)Walkthroughs: Administrators or instructional coaches conduct walkthroughs monthly basis to maintain a consistent presence and awareness of the overall instructional climate.

Summary of Findings:
Our classroom observations have yielded valuable insights into areas of strength and opportunities for growth. The key findings include the following:
Strengths:

- Students following school-wide expectations
- Effective use of technology to support instruction
- Standards-based instruction
- Positive classroom culture and rapport between teachers and students

Areas for Improvement:

- Consistency in the implementation of formative assessment strategies
- Opportunities for enhancing questioning techniques to promote higher-order thinking
- Increased focus on collaborative learning and group work

We are committed to using the information gathered from classroom observations to inform professional development, provide targeted support, and continuously improve teaching practices. By maintaining an open and constructive feedback loop, we strive to create an environment that fosters growth and excellence for both our teachers and students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Using CAASPP scores as indicators of student achievement, GTHS students decreased in overall achievement compared to previous years. Although the overall scores have declined, English Learners and students with disabilities continue to be well below their peers and/or decline. It should be taken into account that decreases in student achievement happened at the same time that students came back from the pandemic.

Students with IEPs who are in the RSP program are provided with accommodations based on their specific learning disability. Additionally, in the Learning Center they are provided with opportunities to take practice tests.

- Teachers use early release days, designated staff meeting times, and/or release days to meet in grade level/course alike teams.
- PLCs analyze results from grades, district benchmarks, and common assessments.
- Teachers use common assessment results and NWEA MAPS testing data to modify their instruction and determine interventions for those students who need to meet grade-level proficiency.
- Students requiring higher levels of RTI are monitored through the PBIS Tier 2/3 Team/Student Study Team to determine possible interventions or for possible referral for testing for a possible learning disability.
- District teachers on assignment and curriculum program specialists can work with the PLCs.

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

Data from student assessment results are used during subject collaboration meetings to monitor the progress of students. Grade distribution data and interim reports analysis are used to guide department action steps and support student achievement to increase pass rates and determine interventions.

- Curriculum-Embedded Assessments: We utilize a variety of curriculum-embedded assessments, including formative assessments (e.g., quizzes, exit tickets, and project-based assessments), benchmark assessments, and performance tasks, to gather data on student progress throughout the school year.
- Data Analysis and Monitoring: Teachers and administrators systematically analyze assessment data to identify patterns, trends, and areas of growth or concern.
- Targeted Instructional Modifications: Based on the data analysis, teachers implement targeted modifications to their instruction, which may include: Differentiated Instruction, Intervention, Enrichment, Adjusting Pacing, and Content.
- Professional Development: Ongoing professional development opportunities are provided for teachers to enhance their capacity to analyze assessment data and implement effective instructional modifications.
- Continuous Improvement Cycle: Our school operates within a continuous improvement cycle that involves ongoing data collection, analysis, and instructional adjustments, as well as periodic evaluation of the effectiveness of our strategies.

Placement in Math, ELA, Science, and CTE classes are based on NWEA MAPS data and current/past grades.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff meets the "highly qualified staff" requirements. To be considered " highly qualified" under ESEA, a teacher of core academic content must possess: A bachelor's degree, a teaching or intern credential, and demonstrated core academic subject matter competence.

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

Access to instructional materials that is board approved, Staff development, and PLC meetings.

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

All secondary core content area teachers participate in the site, or district's staff development offerings in their content area. Course alike and grade level teams meet weekly in PLCs. Teacher PLCs are teacher-led however GTHS's PLC model is unclear. PLCs are currently unguided. Out-reporting is limited.
Staff is encouraged to attend conferences outside of the district focused on at-risk students.
Staff is also encouraged to attend workshops focused on how technology will supplement the Common Core State Standards
Alludo training is encouraged and available for all staff members

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

TOA's are provided in the areas of Math, English and ELA, regular training sessions are available for Special Education teachers through the PPS office. TOAs support teachers in improving their practice during PLC collaborative time, providing lesson plan design ideas, data collection, as well as collecting information and research on current best practices.

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

Wednesday early release days allow for 1.5 hours of collaboration which consists of the following: department meetings, grade level/course alike team meetings, AVID committee meetings, Pathway committee meetings, AP teacher meetings, etc. There are two days scheduled in the master calendar for full day teacher collaboration.
Currently those days happen at the start of each semester. We also allow teachers to meet to collaborate outside of contract hours for extra duty pay.

Teaching and Learning

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

Our approach focuses on providing a coherent and rigorous educational experience that promotes student success and mastery of essential content and skills.

- Curriculum Alignment: Our school adopts and implements a research-based, standards-aligned curriculum that aligns with state and federal content and performance standards. We ensure that the curriculum is comprehensive, covering all subject areas and grade levels, and provides a clear and coherent progression of learning expectations.
- Instructional Alignment: Teachers utilize instructional strategies and methodologies that align with the content and performance standards, as well as the diverse needs of our students. Best practices, such as differentiated instruction, formative assessment, and data-driven decision-making, are employed to ensure that instruction is responsive and adaptive to student needs and supports the achievement of desired learning outcomes.
- Materials Alignment: We ensure that all instructional materials, including textbooks, supplementary resources, and technology tools, are aligned with content and performance standards. Materials are carefully selected and reviewed to ensure that they are of high quality, promote student engagement, and support the development of critical thinking, problem-solving, and communication skills.
- Professional Development: Ongoing professional development opportunities are provided to support teachers in effectively implementing the aligned curriculum, instruction, and materials. Training sessions focus on topics such as standards-based instruction, curriculum implementation, and the use of technology to enhance learning experiences.
- Monitoring and Assessment: We regularly monitor and assess student progress and performance through a combination of curriculum-embedded assessments, benchmark assessments, and state-mandated standardized tests. This data is used to evaluate the effectiveness of our curriculum, instruction, and materials in meeting content and performance standards and to inform necessary adjustments and improvements.
- Stakeholder Involvement: Our school actively involves teachers, administrators, parents, and community members in the development, implementation, and evaluation of our SPSA, ensuring that the plan is responsive to the needs and priorities of our community and aligns with the content and performance standards.

By implementing this comprehensive approach, we aim to create a rigorous and coherent educational experience that prepares our students for college, career, and life success.

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

All instructional minutes adhere to recommended as verified by Student Services and Educational Services Departments.

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

The master schedule does provide flexibility for intervention courses. We offer several credit recovery courses as well as math courses specifically for students needing to repeat the material. We offer tutoring during lunch through our SOAR program. Our co-taught courses also offer assistance to all students in the course through the presence of two credentialed teachers planning and working together during class time.

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

Per semi-annual Williams visits, schools have appropriate standards based instructional materials for all students.

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

Through the pacing guides and syllabi, teachers are using the district approved standard-aligned instructional materials and intervention materials and for Grand Terrace High School students, access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

Grand Terrace High School offers the following services to enable students who are underperforming to meet standards:
*After-school & before school tutoring (English, Math, Social Studies, Science, EL
*Saturday School tutoring (all students)
*9th and 10th-grade academic contracts and support through Linkcrew student follow-ups
*Alg. 1, English, Math, and EL intervention
*Read 180
*Edgenuity online classes and credit recovery offerings before and after school
*Odysseyware online classes provided by our Adult Education School

Evidence-based educational practices to raise student achievement

Grand Terrace High Teachers use the following research-based educational practices to raise student achievement
AVID Institute
Effective Direct Instruction
WritePath
Critical Reading
Linked Learning
Google Apps for Education
WICOR
Read 180
Advanced Placement
QTEL (Quality Teaching for English Learners)

Parental Engagement

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

Grand Terrace High School has the following resources available to parents to assist under-achieving students:

- English Language Advisory Committee
- Library/Career Center access
- Counseling Services
- FAFSA/College Applications Workshops
- Parent Orientation
- Parent conferences
- Freshman Parent Night
- Senior Parent Night

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

Within our Student Plan for Student Achievement (SPSA), we have established a collaborative and inclusive process that actively engages all stakeholders. This approach aligns with the requirements outlined in the 5 California Code of Regulations 3932 and ensures that our ConApp programs effectively address the diverse needs and priorities of our school community.

1)Stakeholder Representation: We have established a School Site Council (SSC) and a English Learner Advisory Committee (ELAC) that include representatives from each stakeholder group, such as parents, community members, classroom teachers, school personnel, and students in secondary schools. The SSC plays a critical role in the development, implementation, and evaluation of our SPSA, including the ConApp programs.
2) Planning: The SSC, along with ELAC and other relevant committees and working groups, actively participates in the planning process for ConApp programs. This involves identifying areas of need, setting priorities, and developing strategies to address identified gaps in student achievement and support services. Stakeholder input is solicited through meetings, surveys, and focus groups, ensuring that diverse perspectives are considered in the decision-making process.
3)Implementation: Stakeholders play an essential role in the implementation of ConApp programs by participating in various capacities, such as volunteering in classrooms, serving on advisory committees, and providing resources or expertise. Regular communication is maintained with all stakeholders to keep them informed about the progress of the programs and to gather feedback on areas of improvement.
4)Evaluation: The SSC, along with ELAC and other stakeholders, is actively involved in the ongoing evaluation of the ConApp programs. Data on student progress and program effectiveness is collected, analyzed, and shared with stakeholders to assess the impact of the programs on student achievement and well-being. Stakeholders are encouraged to provide feedback and suggestions for improvement, which are then used to inform necessary adjustments and refinements.
5) Capacity Building: Our school is committed to providing opportunities for stakeholders to build their capacity to effectively participate in the planning, implementation, and evaluation of ConApp programs. This includes offering training sessions, workshops, and resources on topics such as data analysis, program development, and effective collaboration.

By actively involving all stakeholders in the planning, implementation, and evaluation of ConApp programs within our SPSA, we aim to create a strong sense of shared ownership and responsibility for the success of our students. We believe that this collaborative and inclusive approach fosters a positive school culture, promotes effective decision-making, and ensures that our ConApp programs are responsive to the unique needs and priorities of our school community.

Funding

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

See Action Items

Fiscal support (EPC)

See Action Items

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We have established a structured and collaborative approach that actively engages all key stakeholders, including parents, community representatives, classroom teachers, other school personnel, and students in secondary schools. This process ensures that our SPSA effectively addresses our school community's diverse needs and priorities.

1) School Site Council (SSC) and Committees: The primary vehicle for stakeholder involvement in the SPSA development and annual review process is the School Site Council (SSC), which includes representatives from each stakeholder group. In addition to the SSC, we have established relevant committees and working groups, such as the English Learner Advisory Committee (ELAC), to provide input on specific aspects of the SPSA.

2) Timeline and Key Activities: The SPSA development and annual review process is conducted in several stages, as outlined below:

a) Needs Assessment (typically in the fall): The SSC and committees conduct a comprehensive needs assessment, analyzing data on student performance, attendance, and other relevant indicators. Stakeholder input is solicited through meetings.
b) Goal Setting and Strategy Development (winter to early spring): Based on the needs assessment, the SSC and committees collaboratively set goals and developed strategies for the SPSA. This process involves reviewing existing programs, identifying new initiatives, and determining resources.
c) Drafting and Approval (spring): A draft SPSA is prepared, incorporating the goals, strategies, and resource allocations agreed upon by the SSC and committees. The draft SPSA is presented to the school community for review and feedback before being submitted to the governing board for approval.
d) Implementation (following school year): The approved SPSA is implemented during the subsequent school year, with regular monitoring and adjustments as needed.
e) Annual Review and Update (ongoing): Throughout the year, the SSC and committees review the progress of the SPSA and gather data on its effectiveness. This information is used to inform the next cycle of needs assessment, goal setting, and strategy development.

By actively involving all key stakeholders in the development, annual review, and update of our SPSA, we aim to create a robust and responsive plan that addresses our school community's unique needs and priorities.

Resource Inequities

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

Through the needs assessment, the following resource inequities were revealed:

- African American students are not meeting standards in math as evidenced by the analysis of CAASPP and MAP results; an analysis of Dimension 2 in the Resource Equity diagnostic revealed that teachers needed to support in maintaining active student engagement.

he purpose of a schoolwide program is to improve the entire educational program of the school and seek to provide resource equity to all students. We continue to provide 1:1 access to technology, which is an ongoing yearly cost, supplemented with Title I funds.
All students have access to the current core curriculum and supplemental instructional materials in good condition. We continue to identify resource inequities throughout the year as we analyze data and the schoolwide program.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.16%	0.29%	3	3	5
African American	9.5%	9.31%	9.33%	171	170	161
Asian	2.6%	2.25%	2.14%	46	41	37
Filipino	1.9%	1.37%	1.27%	34	25	22
Hispanic/Latino	72.2%	74.10%	74.51%	1,294	1353	1286
Pacific Islander	0.3%	0.22%	0.17%	5	4	3
White	12.0%	11.01%	10.6%	215	201	183
Multiple/No Response	1.3%	1.59%	1.62%	24	29	28
			Total Enrollment	1,792	1826	1726

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	505	495	434
Grade 10	464	500	486
Grade 11	429	424	448
Grade 12	394	407	358
Total Enrollment	1,792	1,826	1,726

Conclusions based on this data:

1. Hispanic/Latino students constitute the largest ethnic group in the school, with their percentage of the total enrollment increasing slightly from 72.2% to 74.51% over the three years.
2. White students represent the second-largest ethnic group in the school, but their percentage of the total enrollment has decreased from 12.0% to 10.6% over the three years.
3. The total enrollment of the school has decreased over the three years, from 1,792 students to 1,726 students. This decline in enrollment could potentially impact the allocation of resources and staffing in the school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	135	159	152	7.50%	8.7%	8.8%
Fluent English Proficient (FEP)	414	391	381	23.10%	21.4%	22.1%
Reclassified Fluent English Proficient (RFEP)	381	359	343	21.3%	19.7%	19.9%

Conclusions based on this data:

1. The number of English Learner (EL) students has increased from 135 students in the 20-21 academic year to 159 students in the 21-22 academic year, but then slightly decreased to 152 students in the 22-23 academic year.
2. The percentage of EL students among the total student population has grown from 7.50% in the 20-21 academic year to 8.8% in the 22-23 academic year, indicating a growing population of students requiring English language support.
3. Given the trends in EL and FEP enrollment, it may be necessary for the school to allocate additional resources and support for English language development programs to better serve the growing population of English Learner students and improve their transition to fluency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	400	371		279	361		275	361		69.8	97.3	
All Grades	400	371		279	361		275	361		69.8	97.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2594.	2543.		23.27	11.91		34.55	24.93		22.18	31.86		20.00	31.30	
All Grades	N/A	N/A	N/A	23.27	11.91		34.55	24.93		22.18	31.86		20.00	31.30	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26.74	13.85		55.68	60.94		17.58	25.21	
All Grades	26.74	13.85		55.68	60.94		17.58	25.21	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.74	14.96		52.21	51.80		22.06	33.24	
All Grades	25.74	14.96		52.21	51.80		22.06	33.24	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.73	8.31		74.55	70.91		12.73	20.78	
All Grades	12.73	8.31		74.55	70.91		12.73	20.78	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.55	12.74		67.27	65.93		10.18	21.33	
All Grades	22.55	12.74		67.27	65.93		10.18	21.33	

Conclusions based on this data:

1. The mean scale score for Grade 11 students decreased from 2594.0 in the 20-21 academic year to 2543.9 in the 21-22 academic year, reflecting a decline in overall student performance.
2. In the Research/Inquiry category, the percentage of Grade 11 students who were above standard decreased from 22.55% in the 20-21 academic year to 12.74% in the 21-22 academic year.
3. In all of the data sections % At or Near the Standard increased in the 21-22 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	400	371		280	361		277	361		70.0	97.3	
All Grades	400	371		280	361		277	361		70.0	97.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2542.	2493.		5.78	1.11		14.44	8.86		29.96	21.88		49.82	68.14	
All Grades	N/A	N/A	N/A	5.78	1.11		14.44	8.86		29.96	21.88		49.82	68.14	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.39	2.22		45.13	31.58		45.49	66.20	
All Grades	9.39	2.22		45.13	31.58		45.49	66.20	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.19	4.43		60.65	61.77		28.16	33.80	
All Grades	11.19	4.43		60.65	61.77		28.16	33.80	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.58	2.49		66.79	62.05		25.63	35.46	
All Grades	7.58	2.49		66.79	62.05		25.63	35.46	

Conclusions based on this data:

1. The mean scale score for Grade 11 students decreased from 2542.0 in the 20-21 academic year to 2493.9 in the 21-22 academic year.

2. Overall, the data indicates a decline in performance for Grade 11 students in the 21-22 academic year compared to the 20-21 academic year across all categories.

3. The percentage of Grade 11 students who were below standard in the Concepts & Procedures category increased from 45.49% in the 20-21 academic year to 66.20% in the 21-22 academic year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1523.8	1539.2		1516.9	1540.0		1530.2	1537.9		36	51	
10	1517.5	1557.4		1521.1	1563.1		1513.6	1551.2		36	34	
11	1565.8	1537.8		1569.4	1542.4		1561.7	1532.6		29	25	
12	1504.1	1525.2		1495.4	1530.4		1512.1	1519.4		18	29	
All Grades										119	139	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.57	13.73		31.43	47.06		45.71	19.61		14.29	19.61		35	51	
10	8.33	35.29		36.11	29.41		33.33	11.76		22.22	23.53		36	34	
11	17.24	4.00		41.38	40.00		20.69	32.00		20.69	24.00		29	25	
12	0.00	6.90		16.67	37.93		55.56	17.24		27.78	37.93		18	29	
All Grades	9.32	15.83		33.05	39.57		37.29	19.42		20.34	25.18		118	139	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	25.71	31.37		40.00	41.18		20.00	13.73		14.29	13.73		35	51	
10	27.78	50.00		36.11	23.53		25.00	11.76		11.11	14.71		36	34	
11	37.93	28.00		41.38	40.00		17.24	16.00		3.45	16.00		29	25	
12	11.11	27.59		22.22	31.03		44.44	17.24		22.22	24.14		18	29	
All Grades	27.12	34.53		36.44	34.53		24.58	14.39		11.86	16.55		118	139	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.71	1.96		14.29	25.49		40.00	41.18		40.00	31.37		35	51	
10	2.78	8.82		13.89	26.47		50.00	32.35		33.33	32.35		36	34	
11	6.90	0.00		20.69	16.00		44.83	40.00		27.59	44.00		29	25	
12	0.00	3.45		5.56	13.79		44.44	24.14		50.00	58.62		18	29	
All Grades	4.24	3.60		14.41	21.58		44.92	35.25		36.44	39.57		118	139	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.71	1.96		68.57	76.47		25.71	21.57		35	51	
10	5.56	2.94		66.67	76.47		27.78	20.59		36	34	
11	6.90	0.00		75.86	68.00		17.24	32.00		29	25	
12	0.00	3.45		44.44	48.28		55.56	48.28		18	29	
All Grades	5.08	2.16		66.10	69.06		28.81	28.78		118	139	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.71	74.51		14.29	11.76		20.00	13.73		35	51	
10	66.67	82.35		22.22	2.94		11.11	14.71		36	34	
11	79.31	72.00		17.24	16.00		3.45	12.00		29	25	
12	55.56	79.31		27.78	3.45		16.67	17.24		18	29	
All Grades	67.80	76.98		19.49	8.63		12.71	14.39		118	139	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.57	5.88		42.86	39.22		48.57	54.90		35	51	
10	8.33	20.59		47.22	44.12		44.44	35.29		36	34	
11	10.34	0.00		55.17	44.00		34.48	56.00		29	25	
12	0.00	3.45		33.33	37.93		66.67	58.62		18	29	
All Grades	7.63	7.91		45.76	41.01		46.61	51.08		118	139	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.96		74.29	74.51		25.71	23.53		35	51	
10	0.00	0.00		77.78	73.53		22.22	26.47		36	34	
11	10.34	8.00		75.86	68.00		13.79	24.00		29	25	
12	5.56	17.24		72.22	31.03		22.22	51.72		18	29	
All Grades	3.39	5.76		75.42	64.03		21.19	30.22		118	139	

Conclusions based on this data:

1. The percentage of Level 3 performers in Overall Language increased from 2020-2021 to 2021-2022 in all grades, with Grade 10 showing the most significant increase.
2. The percentage of Beginning students in the Writing Domain decreased in most grades between 2020-2021 and 2021-2022, with Grade 12 showing the most significant decrease.
3. Overall, we saw an increase in performance level from 20-21 to 21-22 in most areas and domains.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,826	**53.0**	**8.7**	**0.4**
Total Number of Students enrolled in Grand Terrace 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	159	8.7
Foster Youth	8	0.4
Homeless	77	4.2
Socioeconomically Disadvantaged	968	53.0
Students with Disabilities	247	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	170	9.3
American Indian	3	0.2
Asian	41	2.2
Filipino	25	1.4
Hispanic	1,353	74.1
Two or More Races	29	1.6
Pacific Islander	4	0.2
White	201	11.0

Conclusions based on this data:

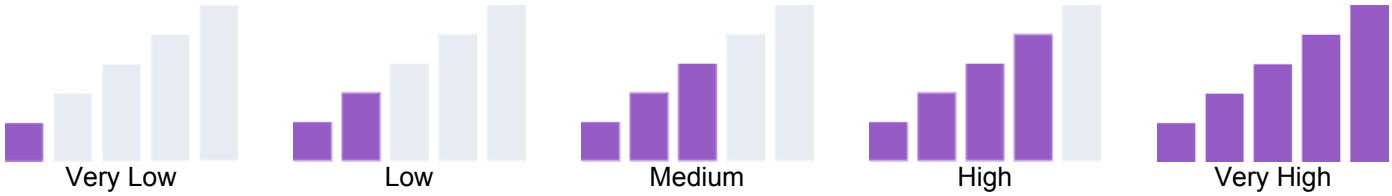
1. 53.0% of the students were socioeconomically disadvantaged, which includes students eligible for free or reduced-priced meals or having parents/guardians who did not receive a high school diploma.
2. The school had a total of 159 English Learners, representing 8.7% of the total student population.
3. African American students made up 9.3% of the total student population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** Medium	**Suspension Rate** High
Mathematics Very Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Academic Performance in English Language Arts was rated as "Low," indicating that students were generally underperforming in this subject area.
2. Academic Performance in Mathematics was rated as "Very Low," suggesting that students were significantly underperforming in this subject area.
3. Conditions and Climate, as measured by the Suspension Rate, were rated as "High," indicating that the school had a high suspension rate, which may reflect challenges with student behavior and/or school climate.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

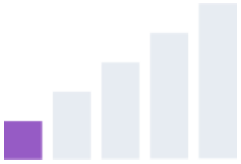
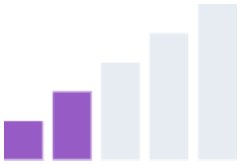
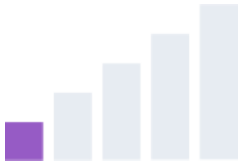
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	1	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
36.4 points below standard	109.1 points below standard	2 Students
344 Students	35 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
50.0 points below standard	47.9 points below standard	146.4 points below standard
20 Students	218 Students	41 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 57.9 points below standard 39 Students	No Performance Level 1 Student	No Performance Level 10 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 40.8 points below standard 243 Students		No Performance Level 2 Students	 Very Low 48.4 points below standard 41 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
148.0 points below standard 21 Students	50.9 points below standard 14 Students	36.2 points below standard 249 Students

Conclusions based on this data:

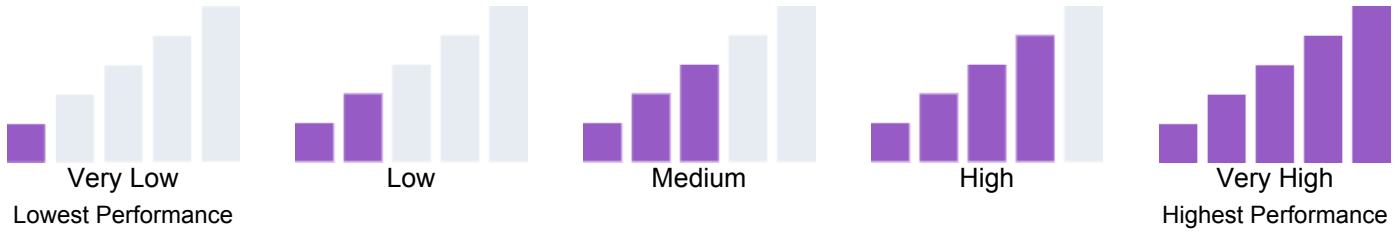
1. Hispanic students perform slightly better than All Students, with a "Low" performance level and 40.8 points below standard.
2. Reclassified English Learners perform better than Current English Learners but worse than English Only students, with a 50.9 points below standard.
3. The performance gap between different student groups indicates a need for targeted support and resources to help underperforming groups improve their English Language Arts skills.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

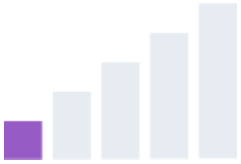
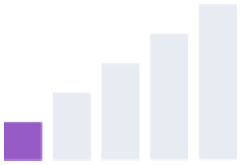
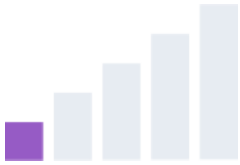
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
6	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
131.9 points below standard	192.2 points below standard	2 Students
344 Students	35 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
151.2 points below standard	148.6 points below standard	217.9 points below standard
20 Students	218 Students	41 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 160.9 points below standard 39 Students	No Performance Level 1 Student	No Performance Level 10 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 136.3 points below standard 243 Students		No Performance Level 2 Students	 Very Low 123.6 points below standard 41 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
215.4 points below standard 21 Students	157.4 points below standard 14 Students	132.9 points below standard 249 Students

Conclusions based on this data:

1. White students perform slightly better than All Students, with a "Very Low" performance level and 123.6 points below standard.
2. Hispanic students perform worse than All Students, with a "Very Low" performance level and 136.3 points below standard.
3. The performance gap between different student groups indicates a need for targeted support and resources to help underperforming groups improve their mathematics skills.

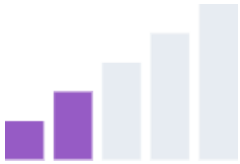
School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low
43.8 making progress towards English language proficiency
Number of EL Students: 121 Students
Performance Level: 2

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.

2022 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
19.8%	36.4%	1.7%	42.1%

Conclusions based on this data:

1. Overall English Learner Progress is considered "Low" with a score of 43.8, indicating that there is room for improvement in helping students progress towards English language proficiency.
2. The largest portion of students (42.1%) progressed at least one ELPI level, indicating that some students are making progress in their English language proficiency.
3. 19.8% of students decreased by one ELPI level, indicating that some students are struggling with their English language acquisition and may require additional support and resources.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

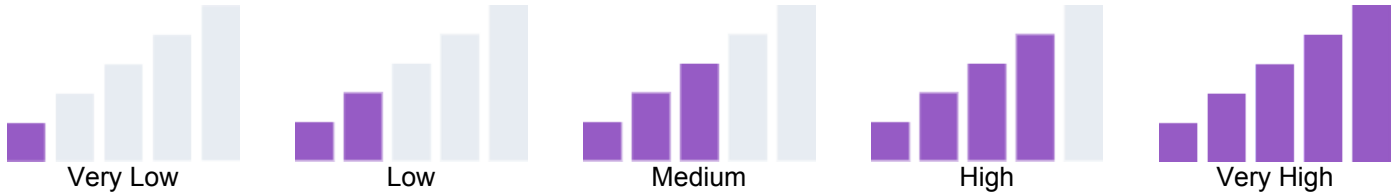
Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.



This section provides number of student groups in each level.

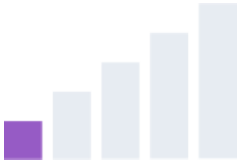
2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
1	2	3	1	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
89.2% graduated	76.9% graduated	Less than 11 Students
418 Students	39 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Low	Medium	Medium
76.2% graduated	89.4% graduated	81.5% graduated
42 Students	349 Students	65 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very Low	No Performance Level	No Performance Level	No Performance Level
66.7% graduated	Less than 11 Students	92.9% graduated	Less than 11 Students
30 Students	1 Student	14 Students	7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	No Performance Level		Medium
91.3% graduated	Less than 11 Students		89.7% graduated
300 Students	8 Students		58 Students

Conclusions based on this data:

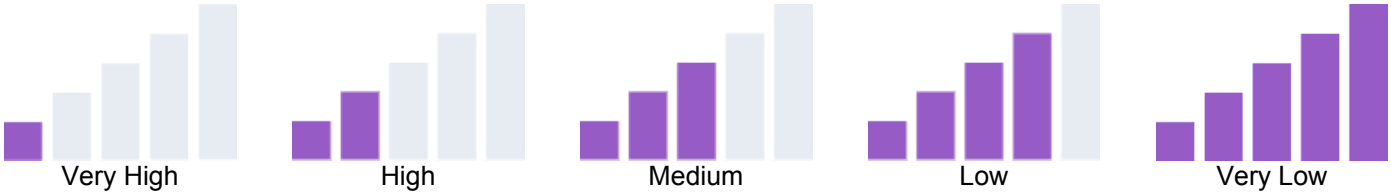
1. The overall graduation rate for all students is medium, with 89.2% of the 418 students graduating.
2. Socioeconomically Disadvantaged students have a medium graduation rate of 89.4%, which is comparable to the overall student population.
3. African American students have a very low graduation rate of 66.7%, indicating that this group is underperforming compared to other racial/ethnic groups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	6	2	0	0

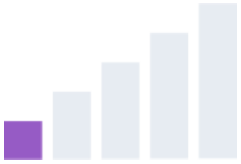
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

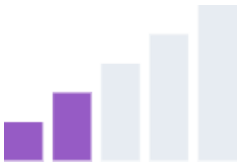
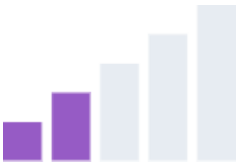
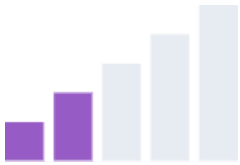
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
7.1% suspended at least one day	8% suspended at least one day	15% suspended at least one day
2114 Students	212 Students	20 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	High	High
3.8% suspended at least one day	7.1% suspended at least one day	10% suspended at least one day
104 Students	1400 Students	291 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	Medium	No Performance Level
15.4% suspended at least one day	Less than 11 Students	2.3% suspended at least one day	0% suspended at least one day
208 Students	3 Students	44 Students	25 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	High	No Performance Level	High
6.3% suspended at least one day	9.4% suspended at least one day	Less than 11 Students	6.6% suspended at least one day
1571 Students	32 Students	4 Students	227 Students

Conclusions based on this data:

1. The overall suspension rate for all students is high, with 7.1% of the 2114 students being suspended at least one day.
2. African American students have a very high suspension rate of 15.4%, which is significantly higher than other racial/ethnic groups, indicating a disparity in disciplinary actions.
3. Hispanic students have a high suspension rate of 6.3%, which is slightly lower than the overall student population but still indicative of a high occurrence of disciplinary actions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal: Equitable Access for ALL. Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students.
Represents:
State Priorities: 7, 8
Current LCAP Goals: 1
SPSA Goal 1: English Learners, Students with Disabilities, Foster Youth, African American and Subgroups Needed Support.

Goal 1

1. The percentage of English Learner students in the U.S. for six years or more that attain proficiency in English will increase by 4%.
2. The percentage of English Learner students gaining one ELPAC level per year will increase by 5%.
3. The percentage of English Learner students earning proficiency or above on the ELA CAASPP will increase by 5%. (To Be Determined once the CAASPP results are released by the state)
4. The percentage of English Learner students earning proficiency or above on the Math CAASPP will increase by 5%. (To Be Determined once the CAASPP results are released by the state)
5. The EL reclassification rates shall increase yearly by 5%
6. The percentage of Special Education students achieving proficiency or higher will increase by 5% on both the ELA CAASPP and Math CAASPP.
7. Accelerate the growth of proficiency levels in both ELA and Math for the African American student group on the CAASPP, surpassing the rate of improvement achieved by the All Students group.

Identified Need

English Learners persistently face challenges in achieving proficiency in both Math and English subjects.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Proficiency Rate (in US six years or more)	21-22 school year 19.8% Well Developed/Proficient on ELPAC	22-23 school year will be 23.8%
Percentage of EL students gaining one ELPAC level per year	21-22 school year was 42.1%	22-23 school year will be 47.1%
Percentage of EL students earning Proficiency+ ELA CAASPP	21-22 school year was 0%	22-23 school year will be 5%
Percentage of EL students earning Proficiency+ Math CAASPP	21-22 school year was 0%	22-23 school year will be 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	21-22 school year was 15.7%	22-23 school year will be 20.7%
Percentage of AA students earning Proficiency+ ELA CAASPP	21-22 school year was 30% (all groups were 36.8%)	22-23 school year will be above 30%
Percentage of AA students earning Proficiency+ Math CAASPP	21-22 school year was 0% (all groups were 10%)	22-23 school year will be above 10%
Percentage of SPED students earning Proficiency+ ELA CAASPP	21-22 school year was 4.8% (all groups were 36.8%)	22-23 school year will be 9.8%
Percentage of SPED students earning Proficiency+ Math CAASPP	21-22 school year was 2.4% (all groups were 10%)	22-23 school year will be 7.4%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Learners and other identified subgroups

Strategy/Activity

Provide targeted instructional support and intervention to English learners, students with disabilities, African American, and other identified subgroups scoring below proficient. Deliver after-school tutoring support and provide intensive instruction to English Learners with low achievement levels. Monitor the progress of English Learners and identified subgroups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Duty
1500	Title I 3000-3999: Employee Benefits Benefits
2000	Title I 4000-4999: Books And Supplies Instructional Materials, books and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners, African American and other identified subgroups

Strategy/Activity

Provide training and coaching support to teachers and support staff in the implementation of specific instructional strategies designed to support the needs of English Learners, students with disabilities, African American, and other identified subgroups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Duty
2000	Title I 5000-5999: Services And Other Operating Expenditures Substitutes
1757	Title I 1000-1999: Certificated Personnel Salaries Benefits
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures consultant services, training, conferences related to supporting the achievement of EL students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Learners and other identified subgroups

Strategy/Activity

Provide extra duty for classified instructional support staff to support students during extended day programs to English Learners, students with disabilities, African American, and other identified subgroups with low achievement levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 2000-2999: Classified Personnel Salaries Classified extra duty
308	Title I 3000-3999: Employee Benefits Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner students
Homeless and Foster youth
Special Education students
African American

Strategy/Activity

Provide opportunities for English Learners, Homeless Foster Youth and Special Education, and African American students to learn through hands on real life experiences (Instructional materials, technology, field trips, guest speakers).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Supplemental book, instructional materials, supplies
5000	Title I 5800: Professional/Consulting Services And Operating Expenditures consultants/guest speakers
3000	Title I 5700-5799: Transfers Of Direct Costs Field Trips

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 6

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 7

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The overall implementation of the strategies and activities has been making progress in achieving the articulated goal, as evidenced by the data from CAASPP scores, ELPAC scores, D and F rates, and credit completion.

CAASPP scores show some progress in students' academic performance, though there is still room for improvement, particularly among certain English Language Learners.

ELPAC scores indicate that English Learners are making progress towards English language proficiency, which demonstrates the effectiveness of the language support strategies in place.

While D and F rates have shown a reduction, it is essential to continue refining teaching methods and providing targeted support for students at risk of falling behind. The credit completion rates show that a significant number of students are successfully finishing their courses, which is a positive sign for the strategies and activities aimed at increasing academic achievement.

In conclusion, GTHS is making progress in the implementation of the strategies and activities has contributed to the progress towards the articulated goal. However, continued monitoring, improvement, and adjustment of these strategies and activities are necessary to ensure that all students benefit from the efforts and achieve the desired outcomes.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The planned strategies and activities were executed according to the initial design, and the allocated budget was sufficient to support the implementation process. This consistency in implementation and budget management has contributed to the progress towards achieving the articulated goal.

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.

As a result of this analysis, the following changes will be made to the goal, annual outcomes, metrics, or strategies/activities to achieve this goal:

The African American student group will be added to the goal and students serviced. This change aims to address the specific needs of this student group and ensure that their academic progress is monitored and supported.

A new strategy of incorporating real-world experiences will be added to enhance student engagement and promote a deeper understanding of the subject matter. This approach will provide

students with the opportunity to connect their learning to real-world situations, making the content more meaningful and relevant.

These changes can be found in the updated School Plan for Student Achievement (SPSA) under the respective sections for goals, annual outcomes, metrics, and strategies/activities. By implementing these changes, we aim to improve the overall effectiveness of our strategies and activities in achieving the articulated goal and supporting the academic success of all students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal: Student Achievement. Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.
Represents:
State Priorities: 1, 2, 4, 7
Current LCAP Goals: 2
SPSA Goal - 2, Student Achievement for ALL students

Goal 2

1. The percentage of students achieving proficiency or higher will increase by 3% annually on the ELA CAASPP and 3% annually on the Math CAASPP compared to the previous year's results. This improvement will be determined by analyzing the CAASPP outcomes each year.
2. Decrease the Semester D-F rate by 3% annually.
3. Increase the percentage of students qualifying as "prepared" for College and/or Careers by 3% annually, as indicated on the California Dashboard.
4. Increase our MAPS/NWEA median percentile of each grade level on the Math and Language Arts tests by 2 points.

Identified Need

Data indicates a need to enhance student performance in Math and English Language Arts across all curricular areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Proficiency+ Rate	21-22 School Year was 36.84%	22-23 will be 39.85%
CAASPP Math Proficiency+ Rate	21-22 School Year was 9.99%	22-23 will be 12.9%
D-F Rate	21-22 Sem 1 was 26.4%, Sem 2 was 27.6%, 22-23 Sem 1 was 23.1	22-23 Semester 2 will be under 23%, and 23-24 Sem 1 will be under 21%
College and Career Readiness Indicator (CA Dashboard)	As of 2018-19 the percentage "prepared" was 57.3% (the indicator has not been reported since, but should be for 22-23)	23-24 will be above 60%
MAPS Testing	Will get baseline median percentiles during the August 2023 exam.	Medium Percentiles for each grade level on both the Math and Language Arts exams will rise by 2 points.
A-G Completion	114 of 368 in our 4 year Cohort completed A-G requirements	We will see the percentage rise to 35%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	by the end of the 2021-22 school year (31%).	
Graduation Rate	The graduation rate for 2021-22 was 89.1%.	It will be 92% for the 22-23 school year.

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

Strategy/Activity 1

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

All students.

Strategy/Activity

Teachers will have release time or be paid extra duty to collaborate within course alike groups and/or cross-subject grade levels to modify pacing guides, analyze data, create common assessments, build lessons and units, align instruction to course standards, increase rigor, observe other teacher classrooms, collaboratively grade writing assignments and plan common lessons utilizing the literacy standards. Provide collaboration time for PLC leads to work on full implementation of the PLC process.

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Substitutes
2500	Title I 1000-1999: Certificated Personnel Salaries Extra Duty
757	Title I 3000-3999: Employee Benefits Benefits
	None Specified None Specified

Strategy/Activity 2

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

All Students

Strategy/Activity

Provide focused staff development to support the implementation of effective collaborative teams, inclusive practices, co-teaching, equitable grading, and educational technology. Training will include collaboration with the Wellness Center to address the Social Emotional health of students and academic achievement.

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

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Duty
2000	Title I 1000-1999: Certificated Personnel Salaries Substitutes
1541	Title I 3000-3999: Employee Benefits Benefits
10500	Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences

Strategy/Activity 3

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

All Students

Strategy/Activity

Provide additional instructional support and intervention to students scoring below proficiency levels and/or credit deficient through:
o Extended day opportunities for credit recovery
o After School Tutoring
o Before School Tutoring

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

Amount(s)	Source(s)
25000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Duty
2992	Title I

	3000-3999: Employee Benefits Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide instructional materials and supplies, online subscriptions/licenses, technology, software, and supplementary books in the learning resource center and classrooms to support reading and math across all curricular areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I 4000-4999: Books And Supplies Supplemental book, instructional materials, Technology, and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

9th Grade Students

Strategy/Activity

Support academic achievement of freshman through mentorship program such as Link Crew, and College and Career Readiness classes and bridge programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Instructional Materials and supplies
2000	Title I 5000-5999: Services And Other Operating Expenditures Conferences

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide all students with college and career experiences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I 5700-5799: Transfers Of Direct Costs Transportation & Field Trips
	None Specified None Specified
1000	Title I 4000-4999: Books And Supplies Materials & Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide supplemental library books and materials to increase opportunities for students to develop independent reading and research.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recognize “and celebrate” student achievement “and growth” on school-wide benchmarks, MAPS testing, and all other academic activities.
Recognition activities

- Luncheon
- Awards
- Field Trips
- Raffles
- Academic Letters

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

Amount(s)	Source(s)
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Incentives

Strategy/Activity 9

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

All Students

Strategy/Activity

Provide technology and equipment to support students and their mastery of academic core content including digital literacy skills.

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

Amount(s)	Source(s)
5545	Title I 4000-4999: Books And Supplies Computers, tablets, smartboards, and other Technological materials

Strategy/Activity 10

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

All Students

Strategy/Activity

Provide each student with a student agenda (for parent/student communication), organizational tools such as binders, dividers, pencil pouches, pencils, highlighters and instructional materials.

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

Amount(s)	Source(s)
9000	Title I 4000-4999: Books And Supplies Agendas & Organizational Supplies

Strategy/Activity 11

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

All Students

Strategy/Activity

Teachers will participate in instructional rounds to monitor the effectiveness and use of school-focused instructional strategies and determine the next steps needed in order to improve these instructional strategies.

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Substitutes

Strategy/Activity 12

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

All Students

Strategy/Activity

Increase the number of students attending 4 year schools by providing SAT prep workshops, AP workshops, financial aid workshops, scholarship information seminars, college application assistance, college acceptance celebration.

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

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries

	Substitutes

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Software subscriptions that emphasize career options

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	Title I 5000-5999: Services And Other Operating Expenditures Software and licenses including YouScience

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The overall implementation of the strategies and activities has been making progress in achieving the articulated goal, with some areas showing promising results and others requiring further attention to achieve our articulated goals.

Focused staff development has been provided to improve the skill set of our educators, although there is still room for enhancement in certain areas.

Additional instructional support and intervention for students scoring below proficiency levels and/or credit deficient has been implemented. While this strategy has had some success in helping struggling students, further analysis and adjustments are necessary to maximize its effectiveness.

The provision of instructional materials, supplies, technology, software, and supplementary books has been good. Online subscriptions and licenses have expanded educational resources, but more emphasis on integrating these tools into daily instruction is needed to fully realize their potential.

The mentorship program for freshmen, such as Link Crew, has been moderately successful in supporting the academic achievement and social integration of new students. The program can be further refined to address specific challenges faced by incoming students.

Providing all students with college and career experiences has been a positive aspect of our SPSA, although there is room for growth in terms of exposure to a wider range of opportunities.

Finally, the provision of supplemental library books and materials has increased opportunities for students to engage in independent reading and research.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The planned strategies and activities were executed according to the initial design, and the allocated budget was sufficient to support the implementation process. This consistency in implementation and budget management has contributed to the progress toward achieving the articulated goal.

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.

We have identified key areas that require modification better to support our students in their academic and post-secondary pursuits. These changes aim to enhance our goal of equipping students with the necessary skills and knowledge for their future educational and career endeavors. The following adjustments will be made to the annual outcomes, metrics, and strategies/activities in the SPSA:

Software Subscriptions: We will be investing in software subscriptions that emphasize career options and expose students to a wide range of post-secondary pathways. These platforms will help students identify their interests and aptitudes, allowing them to make informed decisions about their future.

AP Workshops: To encourage more students to take Advanced Placement (AP) courses and excel in them, we will be offering AP workshops. These workshops will assist students in understanding the expectations and rigor of AP courses while also providing support in subject-specific content.

Financial Aid Workshops and Scholarship Information Seminars: To ensure our students have access to essential financial resources for their post-secondary education, we will host financial aid workshops and scholarship information seminars. These events will guide students and families through the application process for various financial aid and scholarship opportunities.

Parent Workshops: we will organize workshops and seminars for parents that cover various aspects of the college application process, such as college selection, the application process, financial aid, scholarships, and standardized testing. These workshops can help parents understand the different steps involved and provide guidance on how to best support their children.

These modifications to our SPSA will enhance our commitment to providing a comprehensive educational experience that empowers students to excel academically and make well-informed choices about their future. By implementing these changes, we expect to see improvements in student engagement, increase achievement, college readiness, and overall success in their post-secondary endeavors.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal: Wellness. Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional, and academic needs while providing a safe environment to succeed.
Represents:
State Priorities: 5, 6
Current LCAP Goals: 3
SPSA Goal - 3

Goal 3

Support and improve the academic achievement of our students by supporting their social emotional development.
1. Increase attendance rate to 98%.
2. Decrease the suspension rate to the state average.
3. Increase the amount of students who feel they are frequently recognized for good behavior.

Identified Need

Support and improve the academic achievement of our students by supporting their social emotional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	21-22 Attendance Rate was 91.6	Will be 98% by the end of 23-24 School year.
Suspension Rate	21-22 Suspension Rate was 7.7% (State rate was 3.2%)	Will be at least 3% lower by the end of the 23-24 school year.
PBIS School Climate Data (Specifically Question #7)	Fall 22-23 average was 2.88 (only 33 responded), Spring 21-22 average was 2.52 (680 responded)	More students responses will be collected (at least back up to 600s for Fall/Spring 23-24 surveys) and average will be above 2.52.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Recognize improved student achievement, attendance, and behavior through awards, assemblies, and celebrations. Provide funding for incentive programs for students related to increasing academic achievement and behavior.

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Supplies and Materials
1000	Title I 5000-5999: Services And Other Operating Expenditures Consultants
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Incentives
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 2

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

All students

Strategy/Activity

Provide activities for all students to teach appropriate behaviors that stress academics

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

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries Extra Duty
541	Title I 3000-3999: Employee Benefits

	Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide wellness center center for students to receive mental health support. Continue staffing wellness center. Implement a Peer Counseling program to expand the reach of the wellness center throughout campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials, Furniture and Supplies
112000	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract for Wellness Center
2000	Title I 5000-5999: Services And Other Operating Expenditures Conference Costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support the implementation of MTSS Tier I, II, & III with specific strategies for African American and identified Student Groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries Extra Duty

541	Title I 3000-3999: Employee Benefits Benefits
500	Title I 5000-5999: Services And Other Operating Expenditures Printing
1000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
1000	Title I 4000-4999: Books And Supplies Materials, Furniture and Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Identify opportunities to beautify the campus, purchase banners, furniture, paint, plants to create a conducive learning environment for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 5000-5999: Services And Other Operating Expenditures banners, murals, and other materials

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We have made progress on implementing a comprehensive approach to foster an environment that promotes student achievement, attendance, and positive behavior. As detailed below, our strategies and activities have made progress in achieving our articulated goals.

1) Recognition of Improved Student Achievement, Attendance, and Behavior: To motivate and encourage students to excel academically and exhibit positive behavior, we have organized awards, assemblies, and celebrations. These events acknowledge their hard work and dedication, fostering a sense of pride and accomplishment.

2) Activities that Stress Academics and Teach Appropriate Behaviors: We have designed various activities targeting all students to emphasize the importance of academic excellence and appropriate behavior.

3) Wellness Center and Mental Health Support: Understanding the need for mental health support, we have established a Wellness Center on campus, which is staffed by qualified professionals. This initiative has provided students with a safe space to seek help, leading to better emotional and mental well-being. As a result, we have observed a positive impact on students' overall performance and attendance.

In conclusion, our SPSA has made progress on various strategies and activities to create a conducive learning environment that values academics, attendance, and positive behavior. By recognizing and rewarding students' achievements, providing activities that emphasize the importance of academics and appropriate behavior, offering mental health support through the Wellness Center, and expanding the center's reach with the Peer Counseling program, we have witnessed substantial progress towards our articulated goals. We remain committed to continuous improvement and adjustment of our strategies to ensure the ongoing success of our students.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The planned strategies and activities were executed according to the initial design, and the allocated budget was sufficient to support the implementation process. This consistency in implementation and budget management has contributed to the progress toward achieving the articulated goal.

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.

We have conducted a thorough analysis of our current goals, annual outcomes, metrics, and strategies/activities. Based on this analysis, we have identified key areas where changes can be made to enhance the effectiveness of our plan. The following changes will be implemented, and the corresponding adjustments can be found in the updated SPSA:

1)Beautification of Campus: We recognize the importance of a visually appealing and conducive learning environment for students. As a result, we will identify opportunities to beautify the campus, including the purchase of banners, furniture, paint, and plants. This will create a more welcoming atmosphere for our students, promoting a positive attitude towards learning.

2)Support for MTSS Implementation: To better address the diverse needs of our students, we will provide support for the implementation of the Multi-Tiered System of Supports (MTSS) at Tier I, II, & III levels. This will ensure targeted interventions for students requiring additional support, leading to improved academic achievement and behavior.

3)Funding Incentive Programs for Students: To further encourage academic achievement and positive behavior, we will introduce funding incentive programs for students. These programs will reward students who demonstrate significant improvement or consistently excel in these areas. By offering incentives, we aim to motivate and inspire students to strive for excellence.

In conclusion, these changes to our SPSA will significantly enhance our efforts to achieve our goals related to academic achievement, attendance, and positive behavior.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal: Family and Community Involvement. Encourage and promote parent, family, and community engagement in the education process, providing opportunities for active input in decision-making.
Represents:
State Priorities: 3 Current LCAP Goal: 7 SPSA Goal: 4

Goal 4

Improve the academic achievement of our students by involving, informing, and partnering with parents about their students and the general school process in preparing their kids for college and career

Identified Need

Improve A-G requirements rates. All student having equal access to A-G classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Completion	Currently less than 20% of parents respond to the few surveys we send out.	At least 35% of our parents will respond to surveys by the end of the 23-24 school year.
Increase Back to School Night, Freshman and Senior Parent Nights Participation	We have many parents come, but have never made a count. Will start in the 23-24 School Year.	Will have a baseline of parent attendance at Back to School Night, and the Freshman and Senior parent nights for the 23-24 school year.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Provide in-person or virtual parent classes, workshops, and conference opportunities to assist parents in aiding the success of their students support student academics as well as preparing students for college and career readiness. Workshops will include supporting all students. Parent classes and workshops will include collaboration with Wellness Center to address the the Social Emotional health of students and academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies Refreshments
1500	Title I 1000-1999: Certificated Personnel Salaries Extra Duty
282	Title I 3000-3999: Employee Benefits Benefits
10000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
1000	Title I 5700-5799: Transfers Of Direct Costs Printing

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Involve and inform parents through the parent center and other meetings about instructional goals, academics, and other school-related information through in-person or virtual parent events and activities as well as School Site Council, school website, blackboard connect, marquee, and the GTTitans app. Refreshments for in- person parent meetings and workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 4000-4999: Books And Supplies Supplies, Materials and refreshments
1000	Title I 5700-5799: Transfers Of Direct Costs Printing
770	Title I 2000-2999: Classified Personnel Salaries

	Classified
230	Title I 2000-2999: Classified Personnel Salaries Classified Benefits
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a community liaison to facilitate communication between GTHS and parents of students, and provide translation services for Spanish Speaking Parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	Title I 2000-2999: Classified Personnel Salaries Community Liaison
5000	Title I 3000-3999: Employee Benefits Benefits
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We have made progress in engaging parents/families to support their children's academic success and prepare them for college and career readiness. As detailed below, our strategies and activities have proven effective in achieving our articulated goals:

1) Inclusivity and Support for All Students: Our parent committees are designed to be inclusive, addressing the needs of all students, regardless of their background or learning abilities. By fostering an inclusive environment, we have facilitated greater understanding and collaboration among parents, leading to a more supportive school community.

2) Collaboration with the Wellness Center: Recognizing the crucial role of social-emotional health in academic achievement, we have collaborated with the Wellness Center.

In conclusion, our SPSA has utilized various strategies and activities to engage and empower parents in supporting their children's academic success and preparing them for college and career readiness. We remain committed to continuous improvement and adaptation of our strategies to ensure the ongoing success of our students and the active involvement of their parents.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The planned strategies and activities were executed according to the initial design, and the allocated budget was sufficient to support the implementation process. This consistency in implementation and budget management has contributed to the progress toward achieving the articulated goal.

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.

In our continuous efforts to improve the School Plan for Student Achievement (SPSA), we have conducted a comprehensive analysis of our current goals, annual outcomes, metrics, and strategies/activities. Based on this analysis, we have identified a key area where changes can be made to enhance the effectiveness of our plan. The following change will be implemented, and the corresponding adjustment can be found in the updated SPSA:

Community Liaison for Parent Communication and Translation Services:
Recognizing the importance of effective communication and engagement with parents, particularly for our Spanish-speaking families, we will provide a community liaison to facilitate communication between our school and parents of students. This liaison will serve as a bridge between the school and families, ensuring that all parents are well-informed about school events, policies, and their child's progress. Additionally, the liaison will provide translation services for Spanish-speaking parents, making our communication more accessible and inclusive.
The details of this change, including the roles and responsibilities of the community liaison, can be found in the SPSA under the section "Community Liaison and Translation Services."

In conclusion, we believe that the addition of a community liaison for parent communication and translation services will significantly enhance our efforts to achieve our goals related to family engagement and support. This change demonstrates our commitment to continuous improvement and adaptation to meet the diverse needs of our students and their families. We are confident that this change will lead to a more connected and supportive school community, ultimately benefiting our students' academic achievement and well-being.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 5: Access to Resources
Ensure students have access to quality resources, facilities, and highly qualified teachers.

This is a District goal that will remain the same for All Schools in Colton Joint Unified School District.

Goal 5

LCAP Goal 5: Access to Resources.
Ensure students have access to quality resources, facilities, and highly qualified teachers.

This is a District goal and expected to be the same for all school sites.

Identified Need

We need to insure that all students have access to quality resources (especially as current resources age and depreciate in value) as well as insure students have access to highly qualified teachers who are current in the instructional content taught and research based methodologies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Class counts, inventory levels, teacher professional development attendance, Williams Act findings, school facilities findings, teacher credentialing compliance w/authorization.	Metrics • Zero findings Williams Act • Zero findings school facilities • Zero findings Teacher Credentialing assignments • Zero findings Teacher Credentialing compliance w/ authorization • Teachers continue to attend professional development on state standards and frameworks • Pacing guide completion with current adoptions.	Continue/Maintain the following Outcomes • Zero findings Williams Act • Zero findings school facilities • Zero findings Teacher Credentialing assignments • Zero findings Teacher Credentialing compliance w/ authorization • Teachers continue to attend professional development on state standards and frameworks as well as on current pedagogical research • Pacing guide completion with current adoptions.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Provide technological materials and supplies to insure all students have access to quality resourses.

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

Amount(s)	Source(s)
50000	Title I 4000-4999: Books And Supplies Technological materials

Strategy/Activity 2

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

All Students

Strategy/Activity

Provide teachers with professional development on current in the instructional content taught and research based methodologies to ensure all students have access to highly qualified teachers who are current on content and research.

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

Amount(s)	Source(s)
20000	Title I 3000-3999: Employee Benefits Conferences, trainings

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The effectiveness of these strategies and activities can be seen in the following observations:
1) Compliance with the Williams Act: The zero findings in the Williams Act demonstrate that the strategies and activities have been effective in ensuring the necessary instructional materials, safe and clean facilities, and appropriately credentialed teachers are provided to students.
2) School Facilities: WASC visiting committee found our school facilities indicate that the school is maintaining a safe and clean environment for students and staff, which is essential for creating an optimal learning atmosphere.
3) Teacher Credentialing Assignments: The zero findings in teacher credentialing assignments suggest that the school is effectively employing qualified teachers in appropriate subject areas, ensuring that students are receiving high-quality instruction from knowledgeable professionals.
4) Teacher Credentialing Compliance with Authorization: The zero findings in teacher credentialing compliance with authorization show that the school is diligent in verifying that teachers hold the necessary authorizations to teach specific subjects, further enhancing the quality of instruction for students.
5) Professional Development: Teachers' ongoing attendance at professional development sessions focused on state standards, frameworks, and current pedagogical research highlights the school's commitment to continuous improvement and staying up-to-date with best practices in education. This ongoing professional growth contributes to the overall effectiveness of the implemented strategies and activities.
6) Pacing Guide Completion: The completion of pacing guides with current adoptions indicates that the school is effectively aligning its curriculum with state standards and providing a coherent instructional plan for teachers. This alignment ensures that students receive a well-structured and comprehensive education.

In summary, the data provided demonstrates a strong overall implementation of strategies and activities, leading to the achievement of the articulated goals. The school's commitment to compliance, professional development, and curriculum alignment contributes to the overall effectiveness of these strategies and activities in providing a high-quality education for its students.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The planned strategies and activities were executed according to the initial design, and the allocated budget was sufficient to support the implementation process. This consistency in implementation and budget management has contributed to the progress toward achieving the articulated goal.

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.

Since there are no changes to be made to the goal, annual outcomes, metrics, or strategies/activities as a result of the analysis, no modifications need to be identified or located in the SPSA. The analysis indicates that the current strategies and activities are effectively achieving the articulated goal, and thus, maintaining the existing plan appears to be the appropriate course of action.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$374,764.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$374,764.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$374,764.00

Subtotal of additional federal funds included for this school: $374,764.00

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 ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $374,764.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Charlie Neighbours	Principal
Christy Boal	Parent or Community Member
Elodia Campos	Parent or Community Member
Shawnie Cleveland	Parent or Community Member
Martha Macias	Parent or Community Member
Lorina Nicols	Parent or Community Member
Matthew Freeland	Classroom Teacher
Esmeralda Shreiner	Classroom Teacher
Daniel Smith	Classroom Teacher
Bert Rodriguez	Other School Staff
Ryleigh Atwood	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 22, 2023.

Attested:

Principal, Charles Neighbours on 05/22/2023

SSC Chairperson, (Christy Boal-sub for Martha Macias) on 5/22/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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])?

This Title 1 parental involvement policy was developed with input from Title 1 parents. A draft of the Title I Parental Involvement Policy was presented to English Learners Advisory Committee and School Site Council in the spring of 2023 for approval. It has distributed the policy to parents of Title 1 students. GTHS has posted the policy on the website and copies of the policy were distributed to parents of Title I students through orientation packets. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

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

Parents were invited to be involved in the Title I programs through the annual Title I meeting, School Site Council, and English Learner Advisory Committee.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

This meeting is advertised through QCommunicate messages sent to all parents. The meeting is also advertised on the school website, and through a mailing. The meeting is held at the beginning of each school year.

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:

Title I parents are invited to all English Learner Advisory Committee and School Site Council meetings. At the conclusion of each year, parents are given the opportunity for input about their preferences for meeting times for the following year.

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?

Parents of Title I students give input through regular ELAC and School Site Council meetings as well as at the annual Title 1 meeting.

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?

Parents of Title I students receive regular updates about Title I programs and their opportunities for input and involvement in Title I activities through automated phone messages, mailings, email messages, flyers, and bulletins posted on the GTHS website.

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 with this information through the GTHS website and is discussed at Title I parent meetings, School Site Council meetings, and English Learner Advisory Committee meetings.

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 all Title I students are invited to participate in all meetings at GTHS, including Title I, School Site Council, and English Learner Advisory Committee meetings. Information about all meetings is communicated via the school website, flyers, school app., and QCommunicate messages.

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]).

Grand Terrace High School posts the state's academic content standards, assessments, and how to monitor student achievement is posted on the GTHS website. Parent workshops are held to explain this information (in both English and Spanish) at the beginning of each year. This information is reviewed regularly at events such as Open House and requested parent conferences.

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]).

Materials and training is provided to help parents work with their children to improve their children's achievement. Parent workshops (in both English and Spanish) are held throughout the year. Specific strategies for improving students achievement are presented. Parents also have the opportunities to request training or information on specific topics. Many materials can be found via the school website.

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]).

With the assistance of Title I parents, the school educates staff members about the value of parent contributions and in how to work with parents as equal partners. Training occurs through staff meetings.

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]).

The title I parental involvement program and its activities are integrated and coordinated into the Single Plan for Student Achievement. Parents of Title I students are included in all school wide mailings and the communication of school events and resources.

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]).

Information is distributed to parents regarding meetings, workshops, and activities in both English and Spanish.

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

Parents give their input to suggest future activities in the spring through English Learner Advisory Committee and School Site Council.

Please attach the School-Parent Compact to this document.

This policy was adopted by the Grand Terrace High School on May 22, 2023 and will be in effect for the period of 1 year..

The school will distribute the policy to all parents on, or before: August 4, 2023.

Type signature here.

Signature of Authorized Official

Enter date approved.

May 22, 2022

California Department of Education
July 2018

School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

1. The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
2. The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
3. The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
4. Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
5. Frequent reports to parents and family members on their children's progress
6. (ESSA Section 1116[d][2][B]).
7. Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Grand Terrace High School addresses this by:

Provide high-quality curriculum and instruction
Communicate high expectations for every student.
Endeavor to motivate our students to learn.
Teach and involve students in classes that are interesting and challenging.
Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
Communicate regularly with families about their child's progress in school through progress reports, requested parent-teacher meetings, and other available means.
Provide assistance to families on what they can do to support their child's learning.
Participate in shared decision making with other school staff and families for the benefit of students.
Respect the school, staff, students, and families.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

Grand Terrace High School makes the academic content standards available to parents and family members through the GTHS website. Parents monitor the achievement of their children through the Q Zangle grading portal, and periodic progress reports throughout the grading period. Parents receive information about their child's assessment results.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

The school wellness center provides parent classes in the evenings. Parents have access to materials and information via the school website as well.

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

The school routinely encourages staff members to reach out to parents to involve them in the education process of their children. Through the Title I parent meeting, School Site Council, and English Learner Advisory Committee, staff members work alongside parents as equal partners and to value their contributions.

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

The school conducts parent workshops during orientation and holds informational parent meetings throughout the year to encourage involvement.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

The school distributes information related to school and parent programs, meetings, and other activities through QCommunicate voice messages, text messages, emails. Information is also available on the Grand Terrace High School website.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

The school provides support for parent and family involvement through various parent informational workshops throughout the year. Parents are also invited to attend school functions such as Open House and award ceremonies.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

The school provides Spanish interpretation and translation for QCommunicate voice and text messages as well has handouts for parents. The GTHS website can also be translated into any language.

This Compact was adopted by the Grand Terrace High School on May 22, 2023 and will be in effect for the period of 1 year.

The school will distribute the Compact to all parents and family members of students participating in the program on, or before: August 5, 2023.

Type signature here.

Signature of Authorized Official

Enter date approved.

May 22, 2023