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
Grizzly Challenge Charter School	40104050101725	May 24, 2023	June 1, 2023

Purpose and Description

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The SPSA is developed annually and reviewed and approved by the School Site Council and the Grizzly Challenge Charter School Board.

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 Grizzly Challenge Charter School (GCCS) SPSA is aligned with the Local Control Accountability Plan (LCAP) to meet ESSA requirements. Our LCAP goals include academic achievement, college and career readiness, and transitional support.

The SPSA was developed using a comprehensive needs assessment, and with the School Site Council has developed the following goals:

- TABE Mathematics test scores will increase by 1.0 grade levels

- English Language Learner students entering the program with an overall ELPAC score below a level three will be enrolled in a designated ELD course and will increase their TABE reading score by an average of one grade level.
- TABE Reading test scores will increase by 1.0 grade levels
- Twelve months after graduation from the Grizzly Youth Academy (GYA) program, 95% of graduates will attend high school or community college, enroll in an apprenticeship program, obtain employment, or enlist in the military.

Table of Contents

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).

Staff members are surveyed at the start of each cycle in order to help determine areas to focus on for professional development, clarification of policies and procedures, and overall program improvement.
Staff, students and families are also surveyed each cycle in partnership with YouthTruth. Information is gathered in areas such as academic support and achievement, school safety and social emotional topics, as well as student/family voice and leadership.
Results of they surveys are summarized below:
*Engagement - 90% as very high
*Academic Challenge - 88% as very high
*College and Career Readiness - 84% as very high

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

Classroom observations are done informally throughout each cycle. Regular scheduled classroom observations also occur annually for evaluation purposes as well as a tool to monitor instructional strategies, classroom management and adherence to agreed upon policies and practices. In summary, GCCS has a high functioning, collaborative and cohesive instructional team in place.

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)

Because of the GCCS schedule, state testing (CAASPP, ELPAC) are not proctored to all of our students (Students participate in these assessments in our January to June cycles but not during our July to December cycles). Our students are also only with us for one five month school cycle so longitudinal data on individuals or cohorts is difficult to gather. As a part of the Challenge program, all students do participate in the Test of Adult Basic Education (TABE). This assessment is proctored at the start of each cycle and then again near the end of the cycle in the areas of Language, Reading, and Mathematics. On average our students show a 1.5 grade level increase in these areas over a five-month time period.

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

In addition to TABE scores, instructional staff also examine curriculum embedded assessments to monitor instruction. Data is examined by staff as a whole and adjustments/modifications to curriculum and instruction are made to increase academic achievement and address any areas of weakness that are revealed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at GCCS are credentialed and highly qualified.

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

Professional development in areas of academic content as well as in areas such as social emotional development. In addition to the support and training offered by GCCS, we work in partnership with San Luis Obispo County Office of Education (SLOCOE) and the California National Guard to offer additional training opportunities.

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

The instruction at GCCS is in alignment with California State Standards, however, professional development in this area is supported by GCCS administration. Student assessment data and staff survey results also drive training and professional development that is offered.

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

In addition to the support and training offered by GCCS, we work in partnership with SLOCOE and the California National Guard to offer additional training opportunities.

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

Dedicated collaboration time by department and for the staff as a whole is built into the calendar for each academic cycle.

Teaching and Learning

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

The instruction at GCCS is in alignment with California State Standards and refined to address student performance.

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

NA

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

NA

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

Standards based instructional materials are utilized and made available to all student groups.

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

State adopted and standards aligned instructional materials are used and made available for all students in all content areas.

Opportunity and Equal Educational Access

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

In all areas of curriculum GCCS has developed incorporated elements that enable underperforming students to make significant gains toward meeting state standards.

Evidence-based educational practices to raise student achievement

Individualized vocabulary instruction, project-based mathematics instruction, California standards based ELD curriculum, school-wide instructional practices.

Parental Engagement

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

Standards aligned curriculum and instructional materials, 21st century learning tools, researched based instructional devices and related hardware/software, ongoing professional development, and regularly scheduled community/family engagement sessions are in place at GCCS.

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)

Academic achievement, school-wide plans, and strategies for improvement are shared with/input solicited from parents, guardians, community representatives, school staff and students on a regular schedule. Surveying occurs with each academic cycle and information is shared out regularly.

Funding

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

Categorical funds are used to support the following goal areas:
(Improving the academic Achievement of All Students Enrolled in Grizzly Youth Academy) funding of certificated staff, purchasing curriculum of high academic rigor, support educational technology and the 1:1 device program for students, purchase of intervention and remediation programs of instruction, funding for therapists, psychologists and other mental health personnel, acquisition of standards based English Language Development materials
(Prepare All Students for College and Careers) provide instruction centered around post-secondary careers, provide a range of courses for credit recovery and a high school diploma, provide career technical education opportunities
(Support All Students to Successfully Transition in the Post Residential Phase)
provide training and staffing around social emotional learning, development of individualized learning plans to support post-residential placement

Fiscal support (EPC)

GCCS receives additional site funding to help support school needs as they relate to English learners, students designated socioeconomically disadvantaged, and students performing below grade level. This includes a Title I allocation, Title I Parent Involvement, and Local Control Funding (LCFF) based on SED percentage and unduplicated pupil percentage. Additionally, GCCS receive a general budget to help with classroom, office, and other materials and resources.

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

Parents and students are given a school survey, both in English and Spanish, biannually with each cohort of students. This provides valuable feedback for making the school even better. All of the school staff reviews these surveys and makes decisions based on stakeholder feedback. In addition to surveys and feedback from stakeholders through surveys, the School Site Council and English Language Advisory Committee meet to discuss data, goals, and assist in creating goals and approving the SPSA.

Resource Inequities

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

Grizzly Challenge Charter School does not have any resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	9.60%	2.36%		17	5
African American	1.9%	1.69%	1.42%	4	3	3
Asian	0.5%	1.13%	0.47%	1	2	1
Filipino	%	0.56%	0%		1	0
Hispanic/Latino	81.6%	27.12%	80.66%	169	48	171
Pacific Islander	0.5%	0.56%	0.47%	1	1	1
White	13.5%	51.41%	10.85%	28	91	23
Multiple/No Response	1.9%	7.91%	3.77%	4	14	8
			Total Enrollment	207	177	212

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	3	3	11
Grade 11	56	46	81
Grade 12	148	128	120
Total Enrollment	207	177	212

Conclusions based on this data:

1. Grizzly Challenge Charter School continues to have a diverse student body

2. Enrollment was reduced significantly during the COVID-19 outbreak but is rebounding

3. The largest grade level has consistently been the 12th grade

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	37	31	37	17.90%	17.5%	17.5%
Fluent English Proficient (FEP)	79	72	77	38.20%	40.7%	36.3%
Reclassified Fluent English Proficient (RFEP)	7			18.9%		

Conclusions based on this data:

1. The percentage of English Learners has remained fairly stable over the years

2. The percentage of Fluent English Proficient (FEP) students has remained fairly stable over the years

3. We have seen the percentage of Reclassified Fluent English Proficient (RFEP) students fluctuate over the years, with no data available for the 21-22 school year

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	74	99		59	82		59	82		79.7	82.8	
All Grades	74	99		59	82		59	82		79.7	82.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2486.	2506.		3.39	2.44		11.86	19.51		32.20	36.59		52.54	41.46	
All Grades	N/A	N/A	N/A	3.39	2.44		11.86	19.51		32.20	36.59		52.54	41.46	

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	3.39	12.20		62.71	60.98		33.90	26.83	
All Grades	3.39	12.20		62.71	60.98		33.90	26.83	

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	3.39	2.44		37.29	37.80		59.32	59.76	
All Grades	3.39	2.44		37.29	37.80		59.32	59.76	

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	6.78	6.10		67.80	73.17		25.42	20.73	
All Grades	6.78	6.10		67.80	73.17		25.42	20.73	

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	6.78	3.66		64.41	65.85		28.81	30.49	
All Grades	6.78	3.66		64.41	65.85		28.81	30.49	

Conclusions based on this data:

1. Listening and Research/Inquiry are areas of strength for students tested at GCCS

2. Writing is an area for improvement at GCCS. The percentage of students reading above the standard increased significantly in the 21-22 school year.

3. CAASPP testing is only done with our 11th graders during Winter/Spring cycles. This creates incomplete data under this measure.

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	74	99		59	80		59	80		79.7	80.8	
All Grades	74	99		59	80		59	80		79.7	80.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2419.	2439.		0.00	0.00		0.00	0.00		8.47	8.75		91.53	91.25	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		8.47	8.75		91.53	91.25	

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	0.00	0.00		11.86	18.75		88.14	81.25	
All Grades	0.00	0.00		11.86	18.75		88.14	81.25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00		59.32	47.50		40.68	52.50	
All Grades	0.00	0.00		59.32	47.50		40.68	52.50	

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	0.00	0.00		55.93	56.25		44.07	43.75	
All Grades	0.00	0.00		55.93	56.25		44.07	43.75	

Conclusions based on this data:

1. There has been an increase in the percentage of students who are "At or Near Standard" in mathematics.

2. Communicating Reasoning is a relative strength for students at GCCS.

3. Concepts and Procedures is an area for improvement.

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
11	*	1555.9		*	1572.5		*	1538.7		6	15	
12	*	*		*	*		*	*		7	5	
All Grades										13	24	

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
11	*	6.67		*	40.00		*	46.67		*	6.67		*	15	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	30.77	12.50		46.15	33.33		23.08	45.83		0.00	8.33		13	24	

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
11	*	26.67		*	60.00		*	13.33		*	0.00		*	15	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	76.92	25.00		7.69	54.17		15.38	20.83		0.00	0.00		13	24	

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
11	*	0.00		*	6.67		*	53.33		*	40.00		*	15	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	0.00		38.46	12.50		46.15	50.00		7.69	37.50		13	24	

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
11	*	0.00		*	86.67		*	13.33		*	15	
12	*	*		*	*		*	*		*	*	
All Grades	7.69	0.00		76.92	79.17		15.38	20.83		13	24	

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
11	*	93.33		*	6.67		*	0.00		*	15	
12	*	*		*	*		*	*		*	*	
All Grades	84.62	87.50		15.38	12.50		0.00	0.00		13	24	

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
11	*	6.67		*	40.00		*	53.33		*	15	
12	*	*		*	*		*	*		*	*	
All Grades	7.69	4.17		69.23	45.83		23.08	50.00		13	24	

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
11	*	0.00		*	80.00		*	20.00		*	15	
12	*	*		*	*		*	*		*	*	
All Grades	23.08	4.17		76.92	75.00		0.00	20.83		13	24	

Conclusions based on this data:

1. The English language skills vary from year to year.

2. We do not have longitudinal data on our EL student performance on the ELPAC.

3. Students performing at a Level 1 are our smallest group, with the majority of our students performing at Level 2 or above.

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**
177	**87.0**	**17.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Grizzly Challenge Charter 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	17.5
Foster Youth		
Homeless	22	12.4
Socioeconomically Disadvantaged	154	87.0
Students with Disabilities	37	20.9

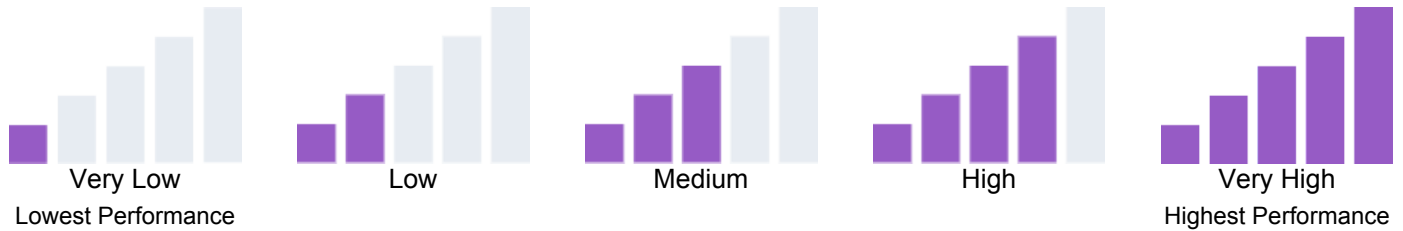| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	1.7
American Indian	17	9.6
Asian	2	1.1
Filipino	1	0.6
Hispanic	48	27.1
Two or More Races	14	7.9
Pacific Islander	1	0.6
White	91	51.4

Conclusions based on this data:

1. The majority of our students are coming from a socioeconomically disadvantaged background.

2. GCCS has a higher percentage of students with disabilities compared to the state average.

3. While our Student Group data remains fairly stable over time, racial and ethnic percentages fluctuate to some degree.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

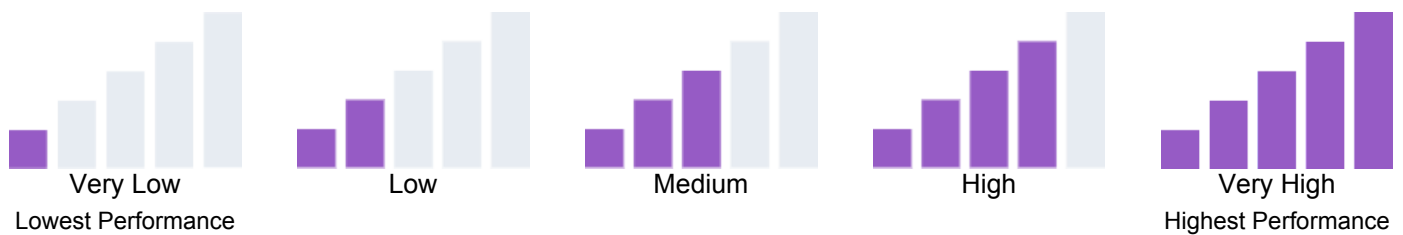| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Graduation Rate**	**Suspension Rate**
No Performance Level	Medium	Very Low
Mathematics		
No Performance Level		
English Learner Progress		
No Performance Level		
College/Career		
Not Reported in 2022		

Conclusions based on this data:

1. Due to the schedule of GCCS, we do not have longitudinal data under academic performance, as recorded on the state dashboard (based off of CAASPP and ELPAC data over time).

2. College/Career and Suspension indicators are very strong.

3. Our graduation rate is based on the credits and requirements earned by a given cohort of students. Again, this varies and is not measured over a period of time.
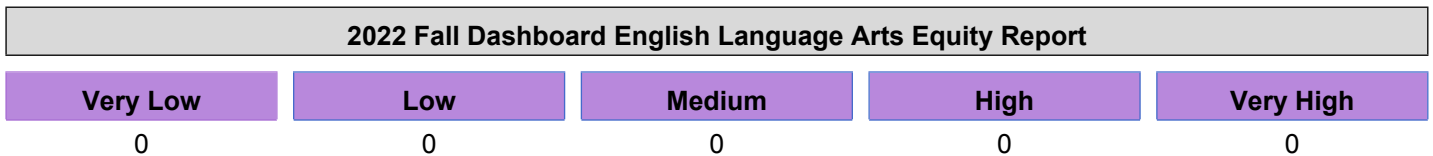
School and Student Performance Data

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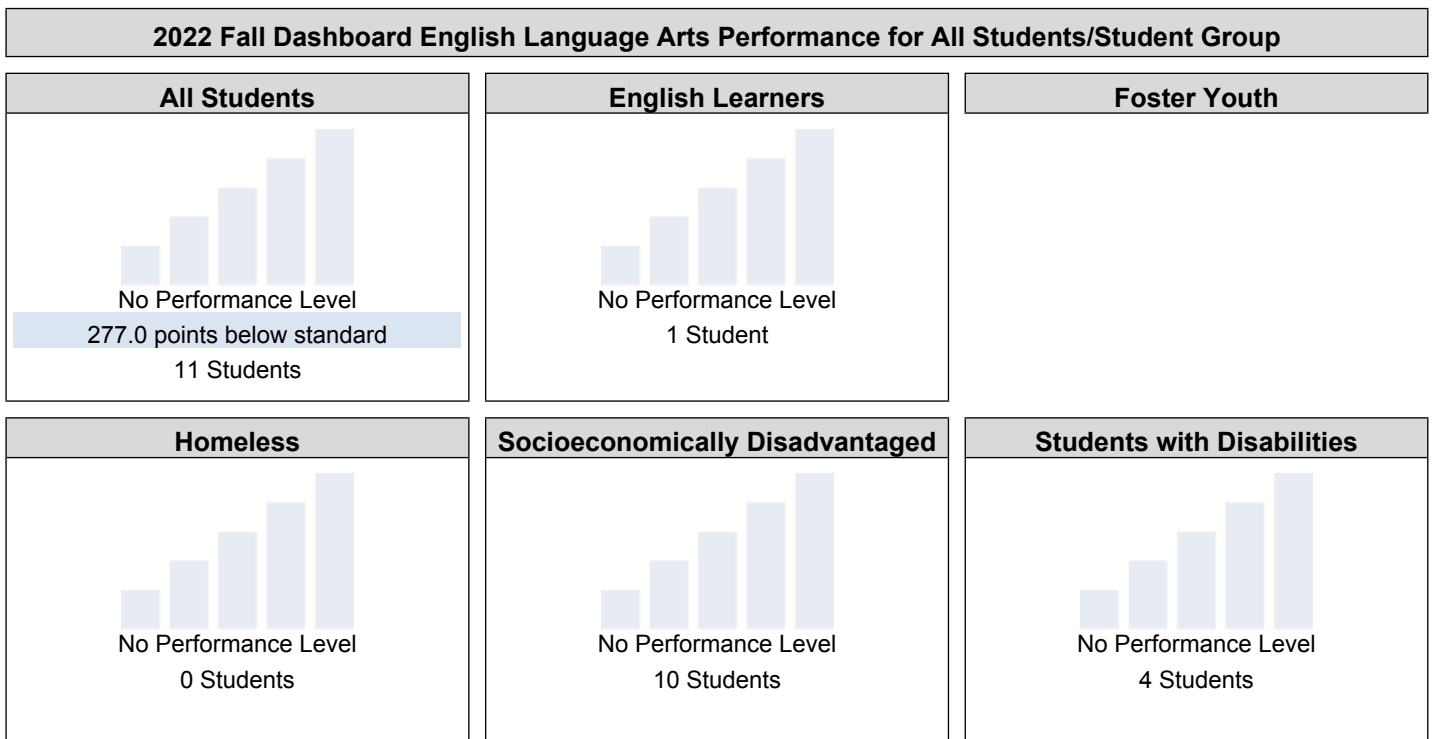
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
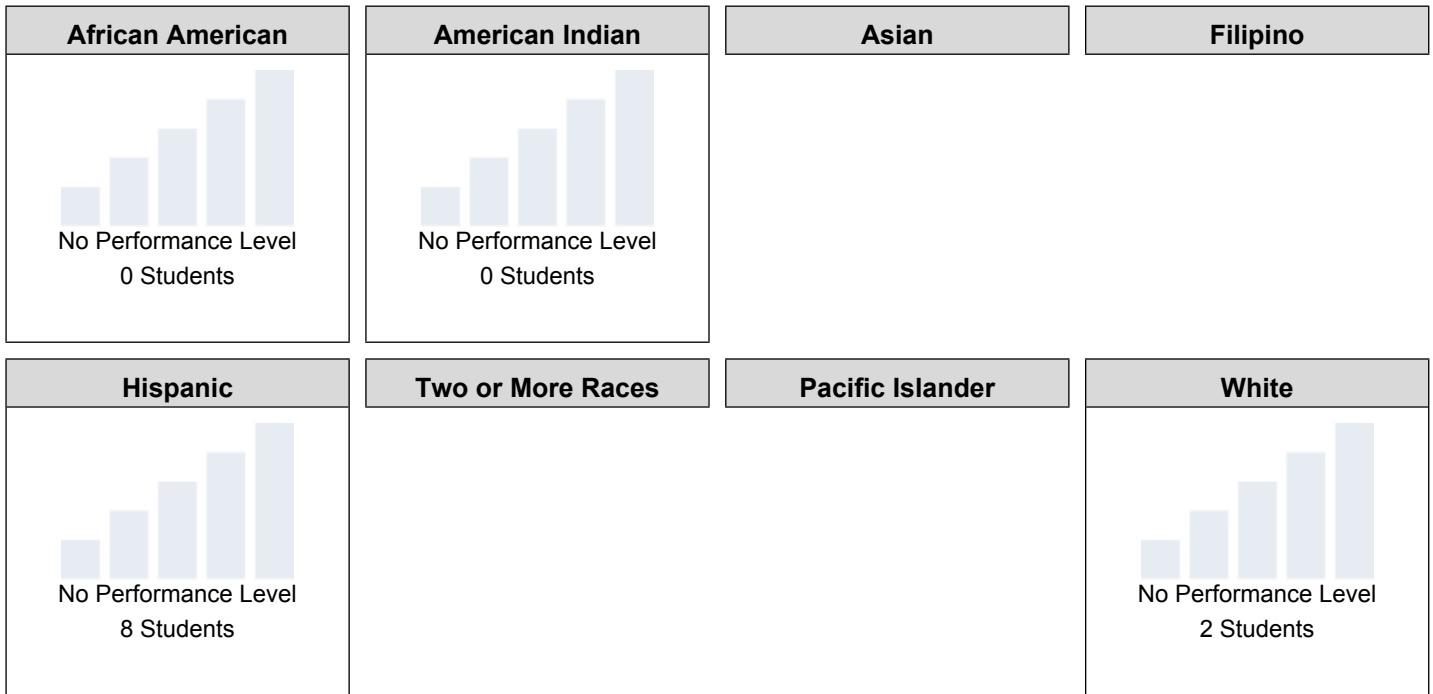
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

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**
0	0	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**
No Performance Level 277.0 points below standard 11 Students	No Performance Level 1 Student	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 0 Students	No Performance Level 10 Students	No Performance Level 4 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 0 Students	No Performance Level 0 Students		

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 8 Students			No Performance Level 2 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
1 Student	1 Student	8 Students

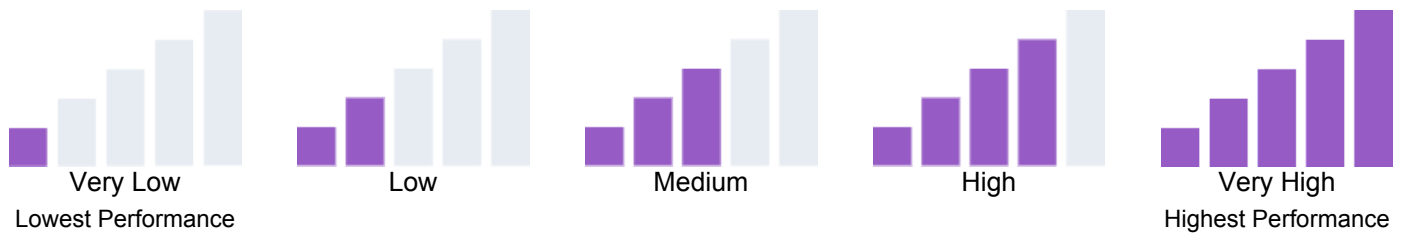**Conclusions based on this data:**

1.   No data presented

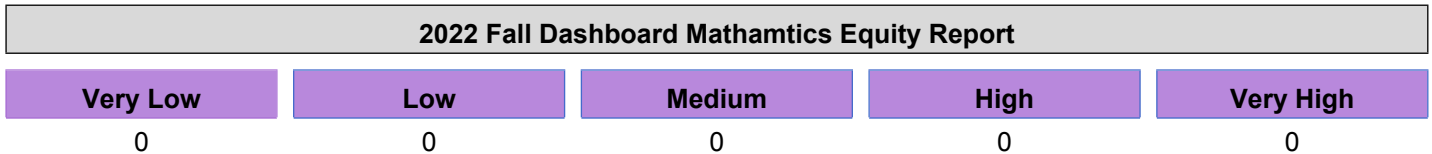# School and Student Performance Data

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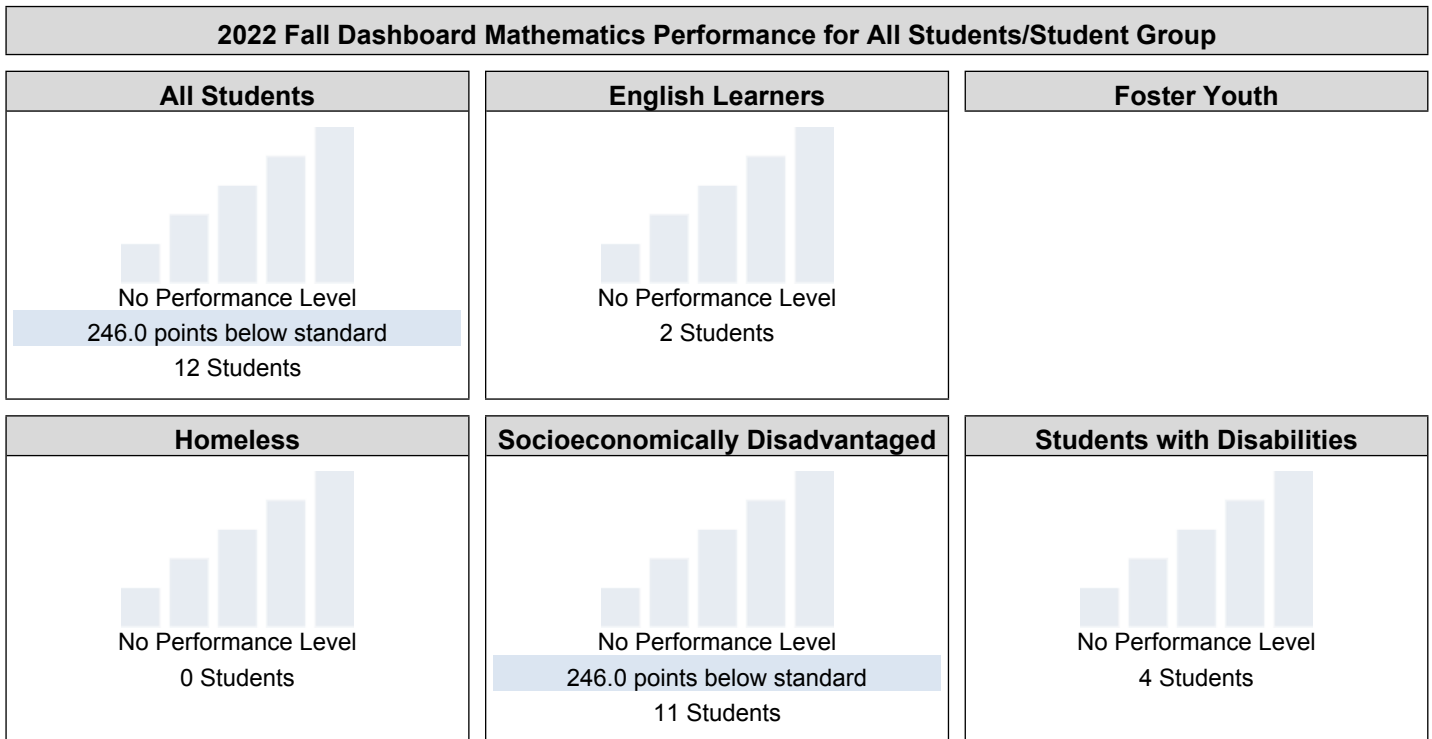
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

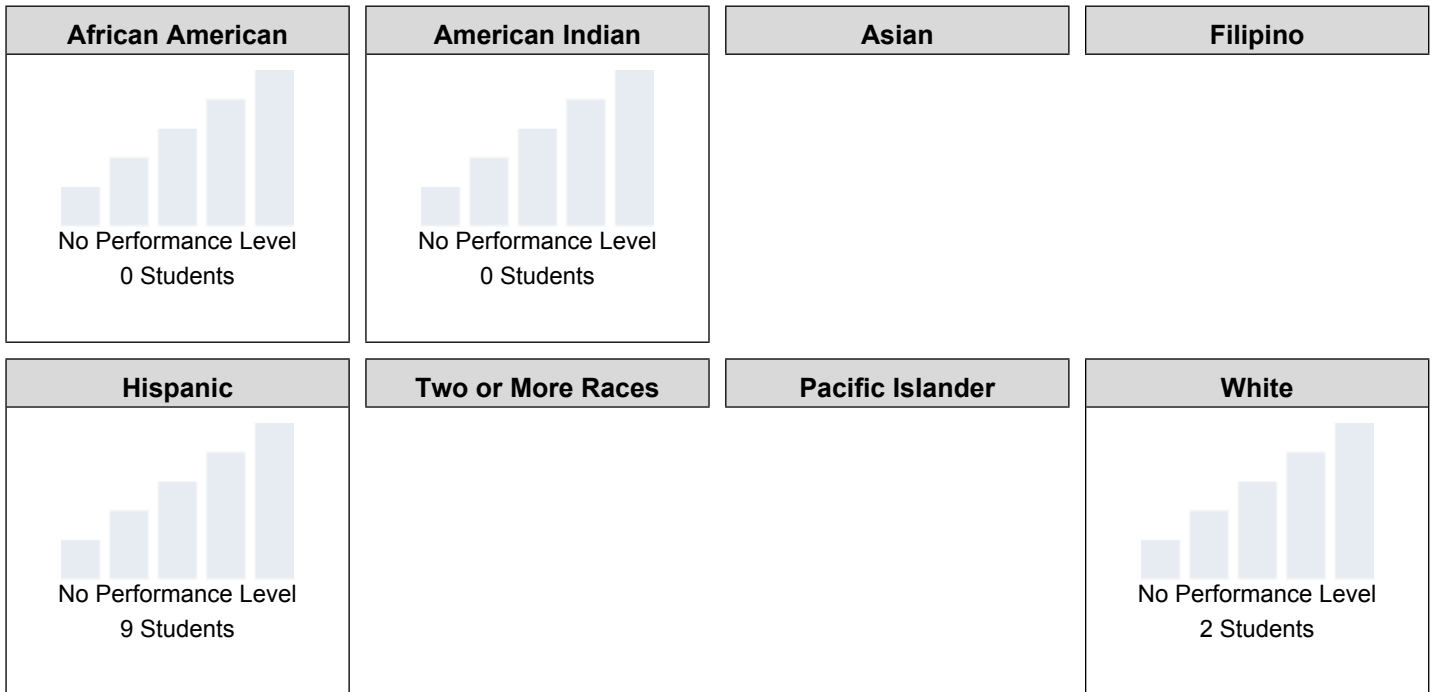| 2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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**
No Performance Level 246.0 points below standard 12 Students	No Performance Level 2 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 0 Students	No Performance Level 246.0 points below standard 11 Students	No Performance Level 4 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 0 Students	No Performance Level 0 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 9 Students			No Performance Level 2 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**
2 Students	1 Student	8 Students

Conclusions based on this data:

1. No data presented

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
No Performance Level
40 making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level
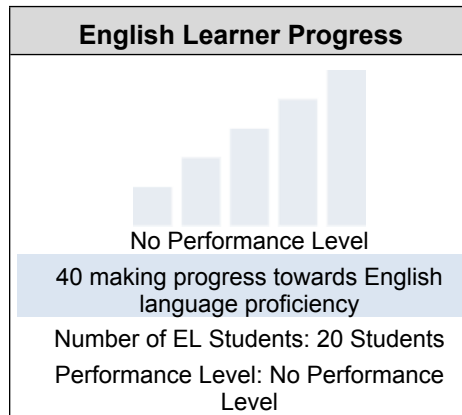
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
15.0%	45.0%	0.0%	40.0%

Conclusions based on this data:

1. The majority of EL students at GCCS are making progress.

2. No longitudinal data is available for this field.

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.
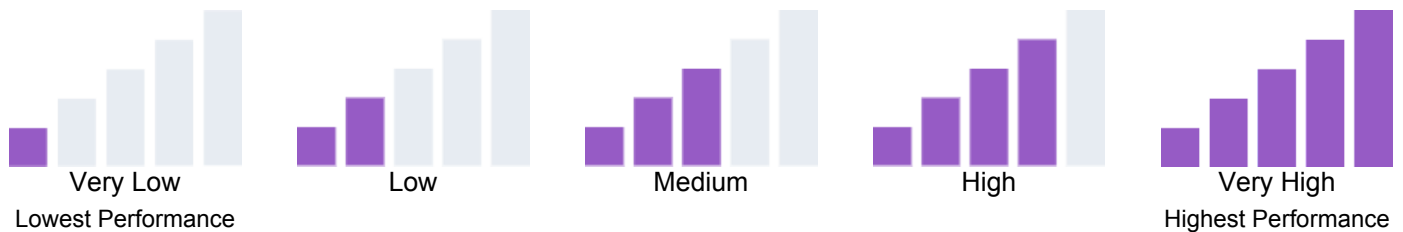
Conclusions based on this data:

1. Virtually all students earn college credits while enrolled with GCCS.

2. Graduation rates vary but remain fairly high with each cohort of students.

3. Access to CTE courses through a partnership with Cuesta College has been reinstated during the 22-23 school year.
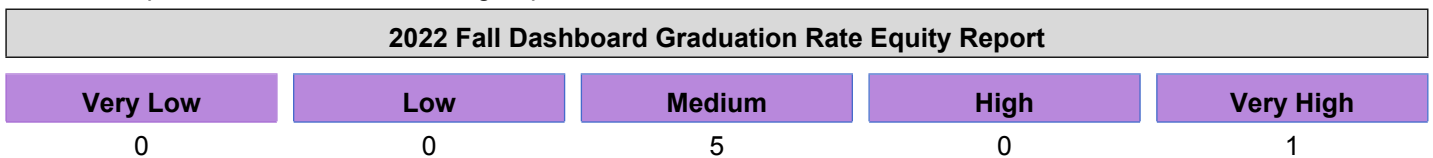
School and Student Performance Data

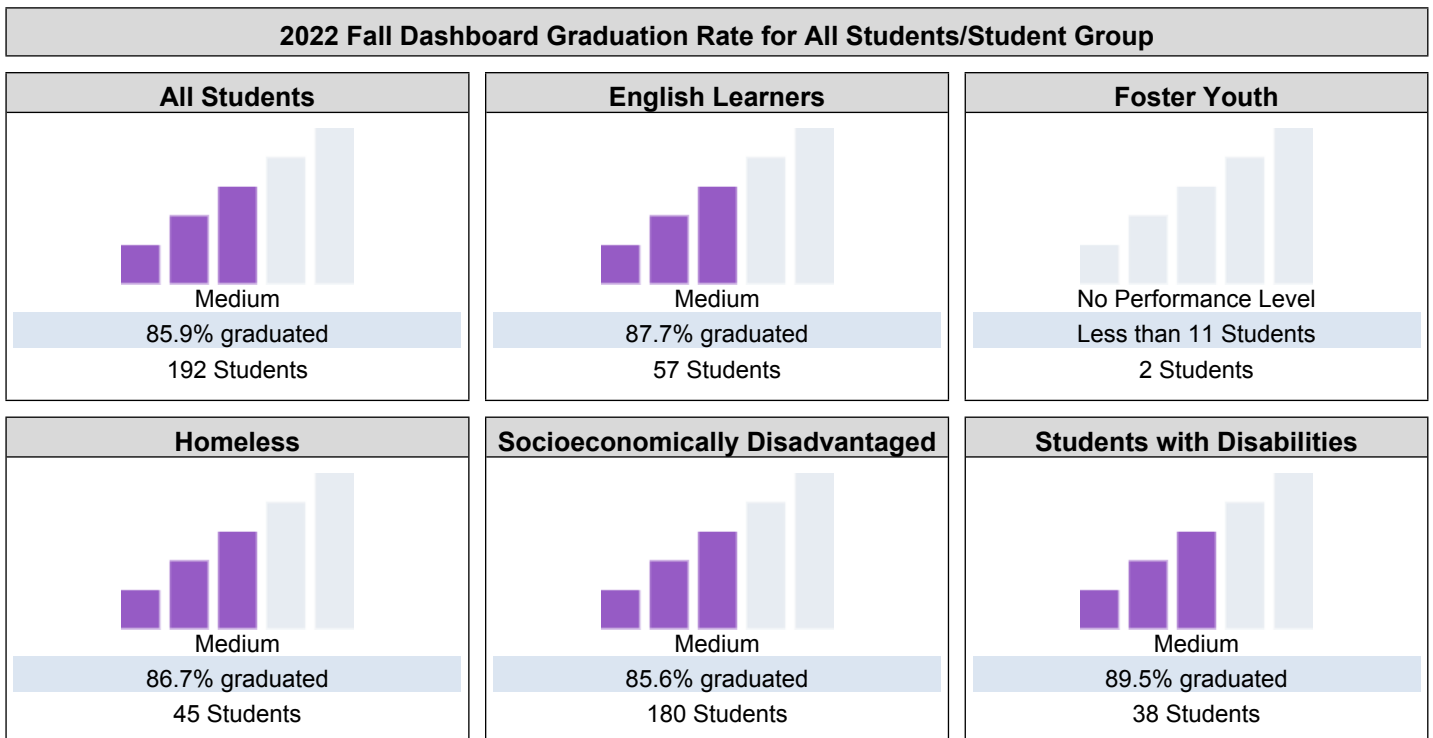## Academic Engagement
Chronic Absenteeism

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.

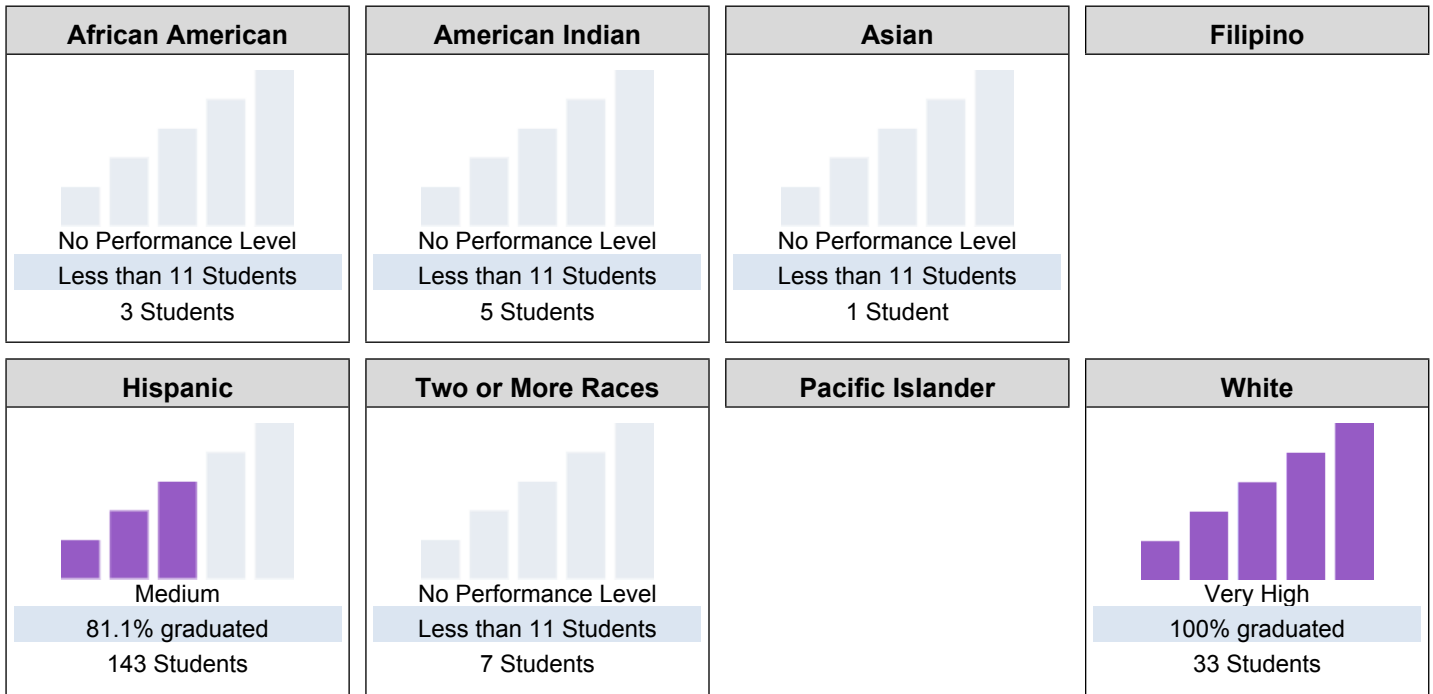Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

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. No data presented.

School and Student Performance Data

Academic Engagement
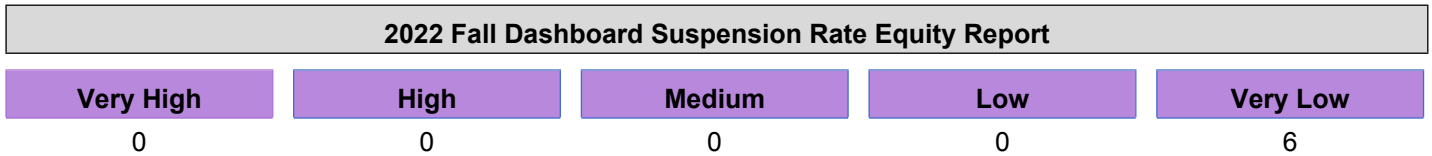## Graduation Rate

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](#).
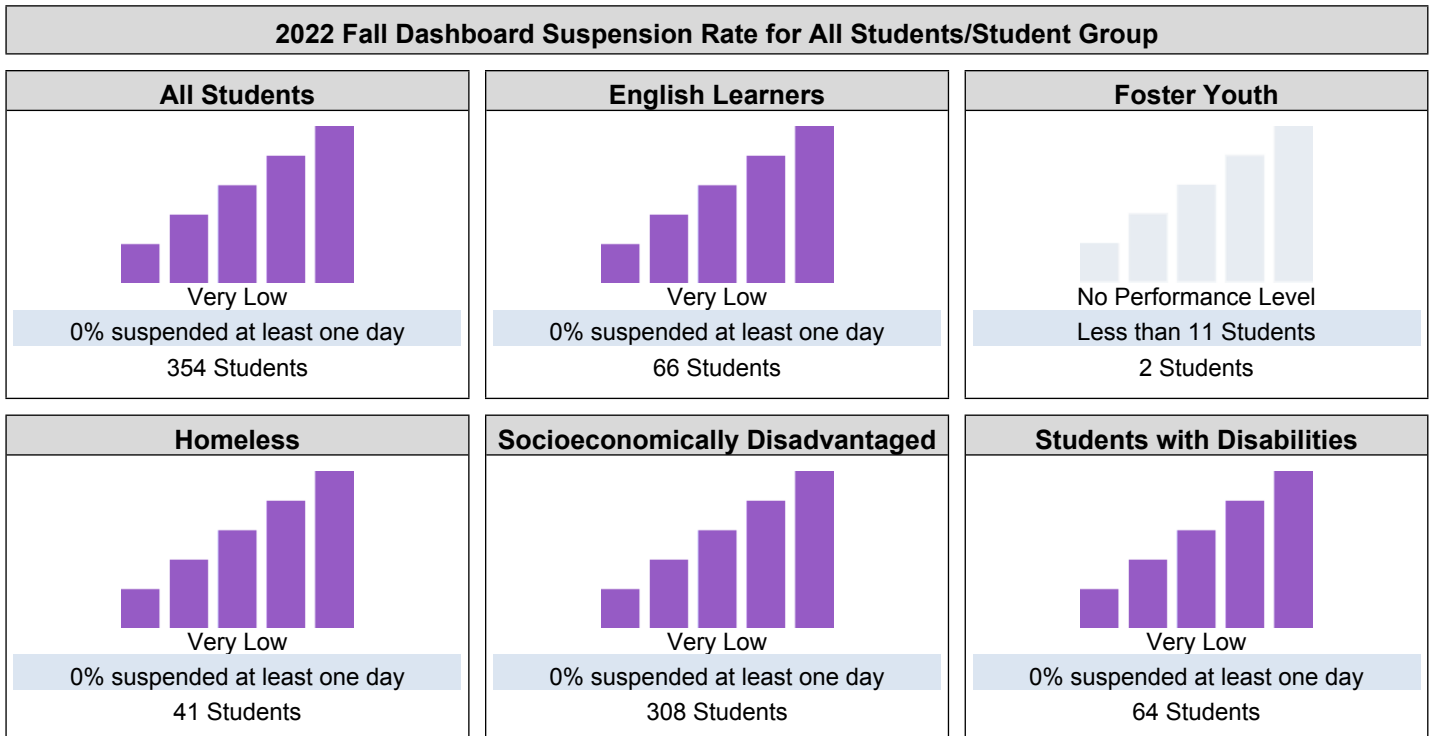

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	5	0	1

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	Medium	No Performance Level
85.9% graduated	87.7% graduated	Less than 11 Students
192 Students	57 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Medium	Medium	Medium
86.7% graduated	85.6% graduated	89.5% graduated
45 Students	180 Students	38 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
3 Students	5 Students	1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		Very High
81.1% graduated	Less than 11 Students		100% graduated
143 Students	7 Students		33 Students

Conclusions based on this data:

1. All groups have graduation rates of over 80%.

2. Course offerings are tailored for students who are in range of earning their diplomas to be able to access the credits they need.

3. Cycles vary in the number of students enrolled who are in range of earning their diplomas.

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).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	6

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
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
354 Students	66 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
41 Students	308 Students	64 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	0% suspended at least one day	Less than 11 Students	Less than 11 Students
6 Students	14 Students	2 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
234 Students	12 Students	2 Students	83 Students

Conclusions based on this data:

1. Suspensions are extremely rare at GCCS

2. Several supports are in place to manage behavioral issues.

3. The partnership between GCCS and the National Guard is critical in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: Mathematics

LEA/LCAP Goal

Improve the academic achievement of all students enrolled in Grizzly Youth Academy

Goal 1

Student TABE Mathematics test scores will increase by an average of 1.0 grade levels.

Identified Need

Based on the conclusions after analyzing the Test of Adult Basic Education (TABE) pre-assessment data, the School Site Council has determined that students are behind grade level in mathematics when they arrive at GYA. All Grizzly students must be credit deficient in order to apply to the program and, thus the students have gaps in their education and academic knowledge. This is prevalent in their TABE Mathematics scores where 86% of our current students are below the 8th grade level with an overall grade level average of 5.5.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre and Post TABE Total Mathematics	Average grade level TABE Math increases by group: • All +1.6 • EL +1.3 • FRMP +1.6 • SpEd +1.5	Increase of at least 1.0 grade levels for all students and subgroups
Struggly (supplemental online math program)	Pre-Post baseline data is not determined; however, students demonstrated proficiency and mastery with foundational and complex mathematical concepts.	Students' individual achievements will be collected and disaggregated to measure grade level equivalent growth of at least 1.0.
Youcubed Math Curriculum	Pre-Post baseline data is not determined; however, students demonstrated proficiency and mastery with foundational and complex mathematical concepts.	Students' individual achievements will be collected and disaggregated to measure grade level equivalent growth of at least 1.0.

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

IT Coordinator, paraeducators, and teachers administer the Test of Adult Basic Education (TABE) as well as assist with analyzing and disaggregating data.

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)
29,338.00	Title I 2000-2999: Classified Personnel Salaries Title I 1.0 FTE IT Coordinator (including benefits)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

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

Mathematics instructors, school administration, and Academic Counselors identify students scoring far below grade level on the TABE Mathematics.

Disaggregate mathematics TABE data to identify discrete skills requiring more explicit instruction.

Plan school-wide implementation of identified 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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including 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

Mathematics instructors, and school administration purchase supplemental materials to aid in learning and supplies for instruction as needed.

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

Amount(s)	Source(s)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including 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

Mathematics instructors and paraeducators continue to provide individual supplementary support to close the achievement gap in mathematics.

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)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I

	2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

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

The IT Coordinator provides training for students and staff to support closing the achievement gap and teach 21st century skills, improve access to and implementation of technology in the classroom, and administer the TABE test and analyze and disaggregate the data.

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)
29,338.00	Title I 2000-2999: Classified Personnel Salaries Title I 1.0 FTE IT Coordinator (including benefits)

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

School administration provides Professional Development for instructional staff focused on improving academic achievement, assists in the development of curriculum and common core standards, and monitors implementation of these as well as EL 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)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)

Annual Review

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.

Overall implementation will target all students regardless of their initial TABE mathematics score. Our goal is to set students up for success in improving their academic performance in mathematics through classroom instruction, supplemental activities, as well as small group and one-on-one support. The collaboration between teachers and support staff will give the students the support they need to increase their performance.

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

GCCS is able to consistently meet this intended goal of students increasing their TABE Mathematics overall grade level by 1.0 during the 22 week program.

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

The goal remains the same, but the supplemental materials have changed since the implementation of Youcubed and Struggly.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: English Language Arts

LEA/LCAP Goal

Improve the academic achievement of all students enrolled in Grizzly Youth Academy

Goal 2

Student TABE Reading test scores will increase by an average of 1.0 grade levels.

Identified Need

Based on the conclusions after analyzing the TABE pre-assessment data, the School Site Council has determined that students are behind grade level in reading when they arrive at GYA. As stated previously in Goal 1, all Grizzly students must be credit deficient in order to apply to the program and, thus the students have gaps in their education and academic knowledge. This is prevalent in their TABE Reading scores where 56% of our current students are below the 8th grade level with an overall grade level average of 7.7.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre and Post TABE Reading	Average grade level TABE Reading increases by group: • All +1.3 • EL +1.4 • FRMP +1.4 • SpEd +1.4	Increase of at least 1.0 grade levels for all students and subgroups

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

English instructors, school administration, and Academic Counselors identify students scoring far below grade level on the TABE Reading.

Disaggregate TABE Reading data to identify discrete skills requiring more explicit instruction. Plan school-wide implementation of identified 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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)

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

School administration, and teaching staff review students' work, course test data, and identify further curriculum and teaching practices to improve ELA 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)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including 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

Administer TABE test. Analyze and disaggregate data.

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)
29,338.00	Title I 2000-2999: Classified Personnel Salaries Title I 1.0 FTE IT Coordinator (including benefits)
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5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including 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

School administration provides Professional Development for instructional staff focused on improving academic achievement, assisting in development of curriculum and common core standards, and monitoring implementation of these as well as EL 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)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)

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

English instructors and paraeducators continue to provide individual supplementary support to close the achievement gap in English and reading.

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)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

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

IT Coordinator provides training for students and staff to support closing the achievement gap and educate 21st century skills, improves access to and implementation of technology in the classroom, and administers TABE test and analyzes and disaggregates data.

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)
29,338.00	Title I 2000-2999: Classified Personnel Salaries Title I 1.0 FTE IT Coordinator (including benefits)

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.

Overall implementation will target all students regardless of their initial TABE Reading score. Our goal is to set students up for success in improving their reading level through classroom instruction, supplemental activities, as well as small group and one-on-one support. The collaboration between teachers and support staff will give the students the support they need to increase their performance.

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

GCCS is able to consistently meet this intended goal of students increasing their TABE Reading overall grade level by 1.0 during the 22 week program.

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

The goal remains the same, but the supplemental materials have changed since the implementation of Membean for below 8th grade level readers as well as English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement: English Learner Progress

LEA/LCAP Goal

Improve the academic achievement of all students enrolled in Grizzly Youth Academy

Goal 3

English Language Learner students entering the program with an overall ELPAC score below a level three will be enrolled in a designated ELD course and will increase their TABE reading score by an average of one grade level.

Identified Need

The School Site Council has analyzed the academic performance of all student groups and has identified a need for additional language support for students who were unable to meet academic growth targets prior to coming to GYA. This course utilizes English 3D curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre and Post TABE Reading	Average grade level TABE Reading increases by group: • All +1.3 • EL +1.4 • FRMP +1.4 • SpEd +1.4	Increase of at least 1.0 grade levels for all students and subgroups

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)

Students enrolled in a designated English Language Development

Strategy/Activity

The Administrative Specialist and paraeducators access EL language classification information from CALPADS as well as gather ELPAC scores from previous schools.

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)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

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

IT Coordinator, paraeducators, and instructional staff administer TABE, analyze and disaggregate data.

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)
29,338.00	Title I 2000-2999: Classified Personnel Salaries Title I 1.0 FTE IT Coordinator (including benefits)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including 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

School administration, RI Teacher, and Academic Counselor identify students needing support through evaluating previous ELPAC scores, TABE scores, and/or student self-identification.

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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Student enrolled in Reading Intervention (RI) course and all English Learners (EL)

Strategy/Activity

Paraeducators work directly with students in whole class, small group, and individual settings to provide appropriate academic support.

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)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students enrolled in Reading Intervention (RI) course and all English Learners (EL)

Strategy/Activity

School administration, and RI Teacher continue to assess the effectiveness of materials and instruction related to best practices as well as monitor program implementation and analyze student achievement data.

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)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)

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.

Overall implementation will target all EL students with an initial TABE score of below 8th grade and an overall ELPAC score below a three and place them into our Designated English Language Development course utilizing English 3D curriculum. English Language Learners scoring above an initial TABE score of 8th grade will use the Membean program as part of their Designated English Language Development. Our goal is to improve student reading ability through classroom instruction, supplemental activities, as well as small group and one-on-one support. The collaboration between teachers and support staff will give the students the support they need to increase their reading performance.

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

The previous cohort, Class 49, showed a Reading TABE increase of 1.9 grade levels for our English Language Learners, exceeding our goal for this area.

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

The goal of a TABE increase of one grade level or more remains the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Post Residential Success

LEA/LCAP Goal

Prepare all students for college and careers/Support all students to successfully transition in the post residential phase

Goal 4

Twelve months after graduation from GYA, 95% of program completers will continue their education in high school or community college, enroll in an apprenticeship program, obtain employment, or enlist into the military.

Identified Need

The School Site Council has analyzed the Post-Residential student data and determined that it is necessary to continue to improve how the school sets students up for success after graduating the GYA program as well as continue to improve support for them in their post-residential lives.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Post-Residential Student Data	Baseline data shows the average percentages of each placement between 2018-2019 and 2020-2021: • Military 5% • Education 50% • Employment 36% • Miscellaneous 2% • Not Placed 7%	95% of program completers will be positively placed one year after graduation
Career Planning	In addition to creating detailed plans for post residential life after Grizzly, students create a portfolio that includes a resume, cover letter, and accomplishments.	100% of students will leave Grizzly with a detailed plan of the next steps to accomplish their life goals.
Job Internships	Students apply and are accepted based on availability into our Job Internship program.	25-30 students are placed in a four week Job Internship placement.
Mental Health Services	Screeners and referrals identify students in need of services.	All students receiving services learn life coping skills and are better able to handle life in post-residential Grizzly.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Tours	All students tour Allan Hancock College and attend their Career Exploration Day in the Spring.	Students tour the Hancock campus and as well as meet with and learn about a number of different career opportunities from the vendors.
Driver's Education	Students complete Drivers Education training online, Aceable.	All students complete the Drivers Education training to be eligible to receive their DVM permit.
Food Handler Training	All students complete the online ServSafe online course.	All students complete the ServSafe curriculum and receive their Food Handler certificate that is added to their professional portfolio.
Customer Service Training	All students complete an online Customer Service Training with Bonfire Training.	All students leave Grizzly with a certification in Customer Service that is added to their professional portfolio.
Typing Club	All complete complete a minimum of 35 minutes of Typing Club per week (30-40 lessons)	Students leave Grizzly with over 12 hours of practice typing, preparing them for post-residential placement.

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

School administration, teaching staff, Academic Counselor, and clerical staff provide community experiences to students to expose them to transitional resources and options (college tours, program speakers, vocational visits). In addition, they coordinate presentations from representatives of various career fields and higher education in order to better inform students of their options after completion of the residential phase of Grizzly.

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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)

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

School administration and Academic Counselor enroll all students in Cuesta Get Focused Stay Focused course to give them targeted instruction in skills needed for college and careers. Students receive both HS and college credits.

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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students accepted into the Job Internship Program

Strategy/Activity

School administration, Academic Counselor, teachers, and paraeducators review applicants, enroll and place students into the Job Internship Program, provide training, and transportation to job sites.

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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries

	Title I 0.5 FTE Academic Counselor (including benefits)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including 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

Academic Counselors, Counselors, and the Marriage and Family Therapist provide support and therapy services for students to develop skills necessary for success academically, socially, post-secondary education, and for career purposes.

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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)

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

Academic Counseling works with students regarding post-residential options, identifies and places students for relevant vocational education as well as job internships, mental health and serves as liaison between home and school for students, coordinates/delivers parent workshops re: college and financial aid. In addition, Academic Counselors identify students eligible to take high school equivalency exams and proctor assessments.

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)
9,726.16	Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)

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

School administration, teachers, paraeducators, and clerical staff enroll all students into the Driver's Education course, support and supervise students throughout the course, and add their certificates to their professional portfolio.

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)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

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

School administration, teachers, paraeducators, and clerical staff enroll all students into the Food Handler course, support and supervise students throughout the course, and add their certificates to their professional portfolio.

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)
10,300.52	Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)
5,962.67	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
5,165.19	Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

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.

Based on analysis of end-of-cycle student surveys, end-of-cycle parent surveys, and post-residential placement data, the strategies in place for this goal have been effective. Students and parents overwhelmingly agree that the students are prepared for post-residential life with 9% not positively placed one year after completing the residential phase.

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 are no major differences in the intended implementation and the budgeted expenditures.

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.

Students and parents overwhelmingly agree that the students are prepared for post-residential life, with an average of only 9% not positively placed one year after completing the residential phase. The school is continuing its efforts to increase student success in post-residential life.

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	$459,384
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$459,384.12

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	$459,384.12

Subtotal of additional federal funds included for this school: $459,384.12

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: $459,384.12

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	459,384.12

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	201,415.52
2000-2999: Classified Personnel Salaries	257,968.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	201,415.52
2000-2999: Classified Personnel Salaries	Title I	257,968.60

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,559.44
Goal 2	121,559.44
Goal 3	93,048.78
Goal 4	123,216.46

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

3 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Kyle Martin	Principal
Keith Gledhill	Other School Staff
Cynthia Mauch	Other School Staff
Brandi Baldiviez	Other School Staff
Scott Burt	Classroom Teacher
Duskin Hobbs	Classroom Teacher
Richard Hovey	Classroom Teacher
Sofia Lainez	Parent or Community Member
Elizabeth Tapia	Parent or Community Member
Paulina Mendez	Parent or Community Member
Ricarda Basilio	Parent or Community Member
Adam Warren	Secondary Student
Elijah Mota	Secondary Student
Caleb Ramirez	Secondary Student
Stephanie Diaz Llamas	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 diztrict 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**
KG	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 24, 2023.

Attested:

signature	Principal, Kyle Martin on May 24, 2023
KG	SSC Chairperson, Keith Gledhill on May 24, 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.

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/

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