



School Plan for Student Achievement (SPSA)

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 6, 2024

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

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

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

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

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

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.

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

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Plan Description

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

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

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.

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.

Educational Partner Involvement

How, when, and with whom did Grizzly Challenge Charter 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 review 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. This section is required for all schools eligible for ATSI and CSI.

Grizzly Challenge Charter School does not have any resource inequities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Grizzly Challenge Charter School has one indicator, Graduation Rate, was in the "Orange" performance category for 2023. 82.5% of GCCS students graduated, however, this represented a 3.4% decline. This indicator is not wholly applicable to GCCS being that we enroll an entirely new cohort of students every six months. The make-up of each cohort is unique in many ways, including the grade level breakdown for each cohort. The decline in the graduation rate is due to enrolling a higher percentage of 10th grade students whose goal at GCCS has been to recover necessary credits and return to their schools of residence as opposed to earning their diplomas while at GCCS.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

GCCS has identified a need to expand its Independent Studies program in order to provide the program supports and services for eligible students in need after completing the residential phase of Grizzly Youth Academy.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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

Enrollment By Grade Level

Student 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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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 or 22-23 school years

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	73	59	82	72	59	82	72	79.7	82.8	98.6
All Grades	74	99	73	59	82	72	59	82	72	79.7	82.8	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2511.	3.39	2.44	9.72	11.86	19.51	16.67	32.20	36.59	26.39	52.54	41.46	47.22
All Grades	N/A	N/A	N/A	3.39	2.44	9.72	11.86	19.51	16.67	32.20	36.59	26.39	52.54	41.46	47.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	13.89	62.71	60.98	58.33	33.90	26.83	27.78
All Grades	3.39	12.20	13.89	62.71	60.98	58.33	33.90	26.83	27.78

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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	12.50	37.29	37.80	30.56	59.32	59.76	56.94
All Grades	3.39	2.44	12.50	37.29	37.80	30.56	59.32	59.76	56.94

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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	8.33	67.80	73.17	73.61	25.42	20.73	18.06
All Grades	6.78	6.10	8.33	67.80	73.17	73.61	25.42	20.73	18.06

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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	5.56	64.41	65.85	65.28	28.81	30.49	29.17
All Grades	6.78	3.66	5.56	64.41	65.85	65.28	28.81	30.49	29.17

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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 performing above the standard has increased in reading and writing.
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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	72	59	80	71	59	80	71	79.7	80.8	98.6
All Grades	74	99	72	59	80	71	59	80	71	79.7	80.8	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2435.	0.00	0.00	0.00	0.00	0.00	4.23	8.47	8.75	11.27	91.53	91.25	84.51
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	4.23	8.47	8.75	11.27	91.53	91.25	84.51

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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	0.00	11.86	18.75	16.90	88.14	81.25	83.10
All Grades	0.00	0.00	0.00	11.86	18.75	16.90	88.14	81.25	83.10

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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	0.00	59.32	47.50	50.70	40.68	52.50	49.30
All Grades	0.00	0.00	0.00	59.32	47.50	50.70	40.68	52.50	49.30

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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	1.41	55.93	56.25	54.93	44.07	43.75	43.66
All Grades	0.00	0.00	1.41	55.93	56.25	54.93	44.07	43.75	43.66

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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

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	5
11	*	1555.9	1553.4	*	1572.5	1566.3	*	1538.7	1540.2	6	15	15
12	*	*	*	*	*	*	*	*	*	7	5	8
All Grades										13	24	29

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	6.67	6.67	*	40.00	46.67	*	46.67	33.33	*	6.67	13.33	*	15	15
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	12.50	6.90	46.15	33.33	48.28	23.08	45.83	34.48	0.00	8.33	10.34	13	24	29

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	26.67	46.67	*	60.00	33.33	*	13.33	6.67	*	0.00	13.33	*	15	15
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.92	25.00	44.83	7.69	54.17	37.93	15.38	20.83	10.34	0.00	0.00	6.90	13	24	29

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	0.00	0.00	*	6.67	13.33	*	53.33	40.00	*	40.00	46.67	*	15	15
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	0.00	0.00	38.46	12.50	10.34	46.15	50.00	51.72	7.69	37.50	37.93	13	24	29

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11	*	0.00	0.00	*	86.67	80.00	*	13.33	20.00	*	15	15
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	0.00	6.90	76.92	79.17	75.86	15.38	20.83	17.24	13	24	29

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11	*	93.33	86.67	*	6.67	13.33	*	0.00	0.00	*	15	15
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	84.62	87.50	86.21	15.38	12.50	13.79	0.00	0.00	0.00	13	24	29

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11	*	6.67	6.67	*	40.00	40.00	*	53.33	53.33	*	15	15
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	4.17	3.45	69.23	45.83	41.38	23.08	50.00	55.17	13	24	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11	*	0.00	0.00	*	80.00	80.00	*	20.00	20.00	*	15	15
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	4.17	0.00	76.92	75.00	82.76	0.00	20.83	17.24	13	24	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
212	81.1	17.5	0.9
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	17.5
Foster Youth	2	0.9
Homeless	22	10.4
Socioeconomically Disadvantaged	172	81.1
Students with Disabilities	37	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.4
American Indian	5	2.4
Asian	1	0.5
Hispanic	171	80.7
Two or More Races	8	3.8
Pacific Islander	1	0.5
White	23	10.8

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





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Learner Progress  Yellow	Graduation Rate  Orange	Suspension Rate  Blue
College/Career Very High	Chronic Absenteeism  No Performance Color	

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

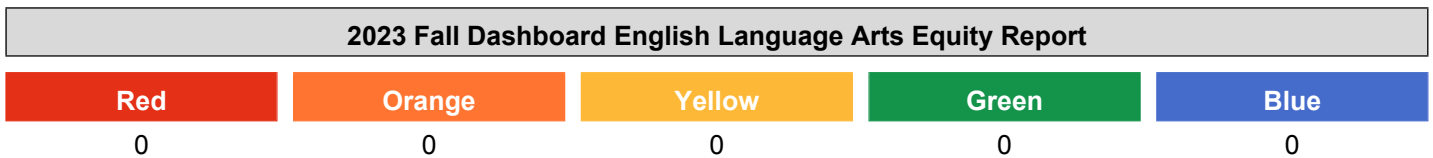
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Less than 11 Students 0 Students	English Learners Less than 11 Students 0 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged Less than 11 Students 0 Students	Students with Disabilities Less than 11 Students 0 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 0 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 0 Students	Less than 11 Students 0 Students

Conclusions based on this data:

1. No data presented.

School and Student Performance Data

Academic Performance Mathematics

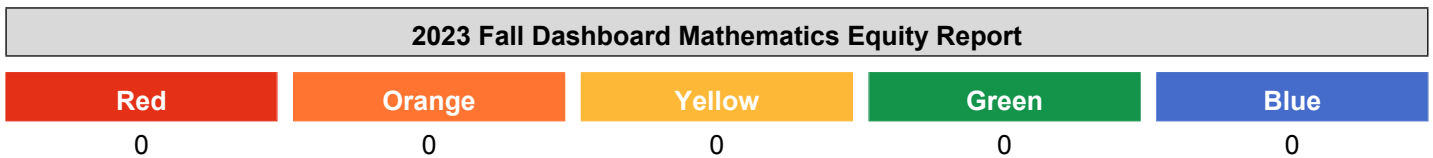
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students 0 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 0 Students	Less than 11 Students 0 Students	Less than 11 Students 0 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 0 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 0 Students	Less than 11 Students 0 Students

Conclusions based on this data:

1. No data presented.

School and Student Performance Data

Academic Performance English Learner Progress

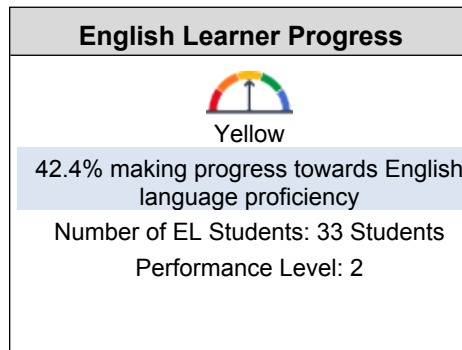
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
5	6	0	14

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

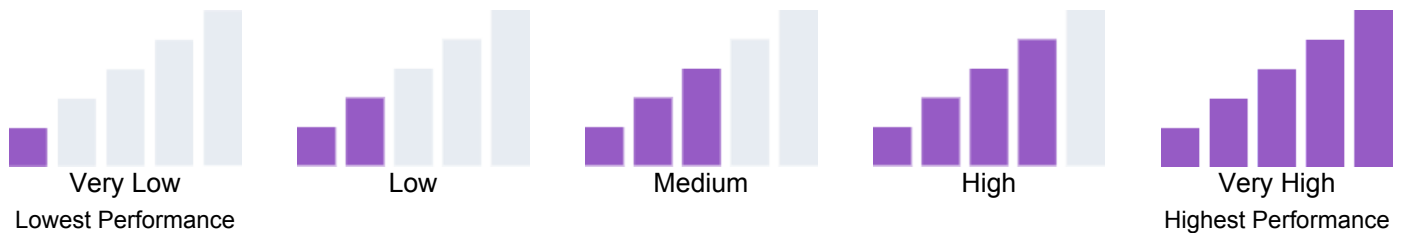
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

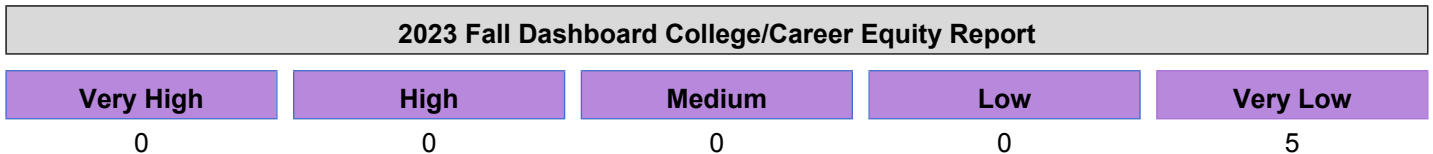
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

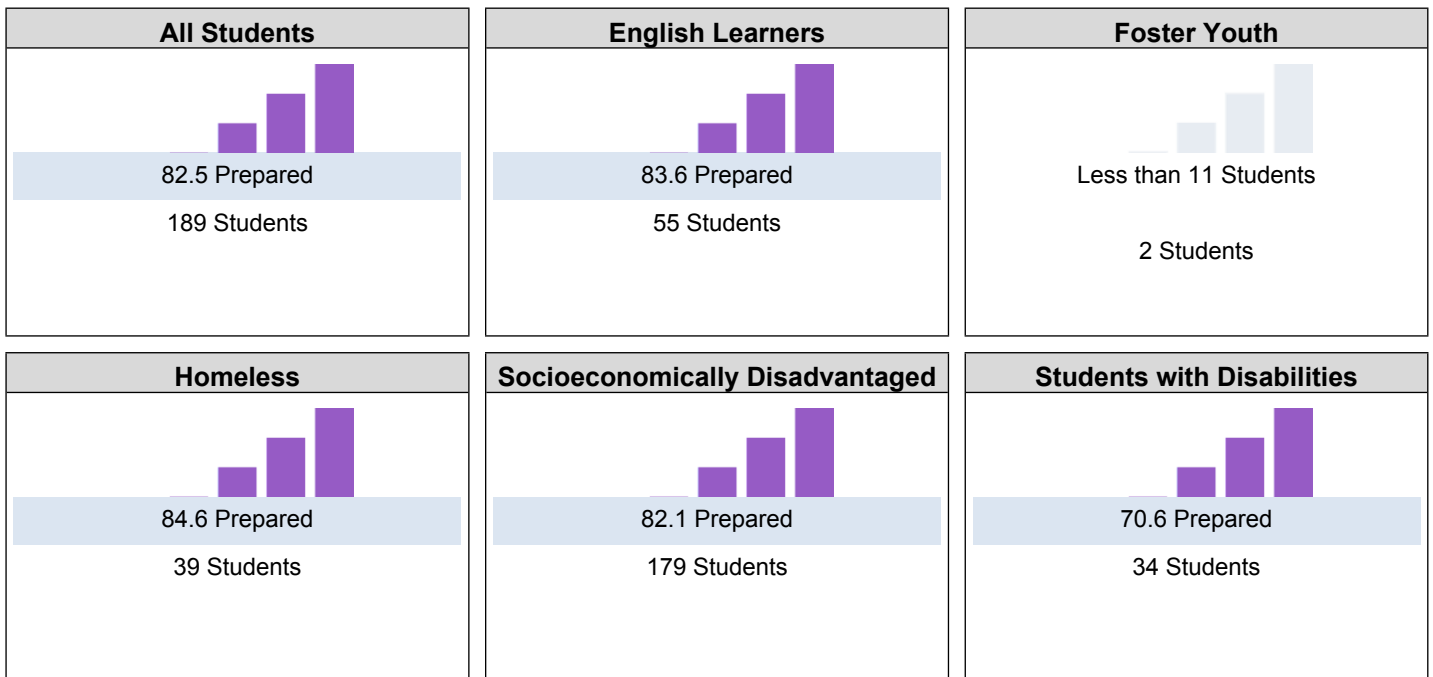


This section provides number of student groups in each level.

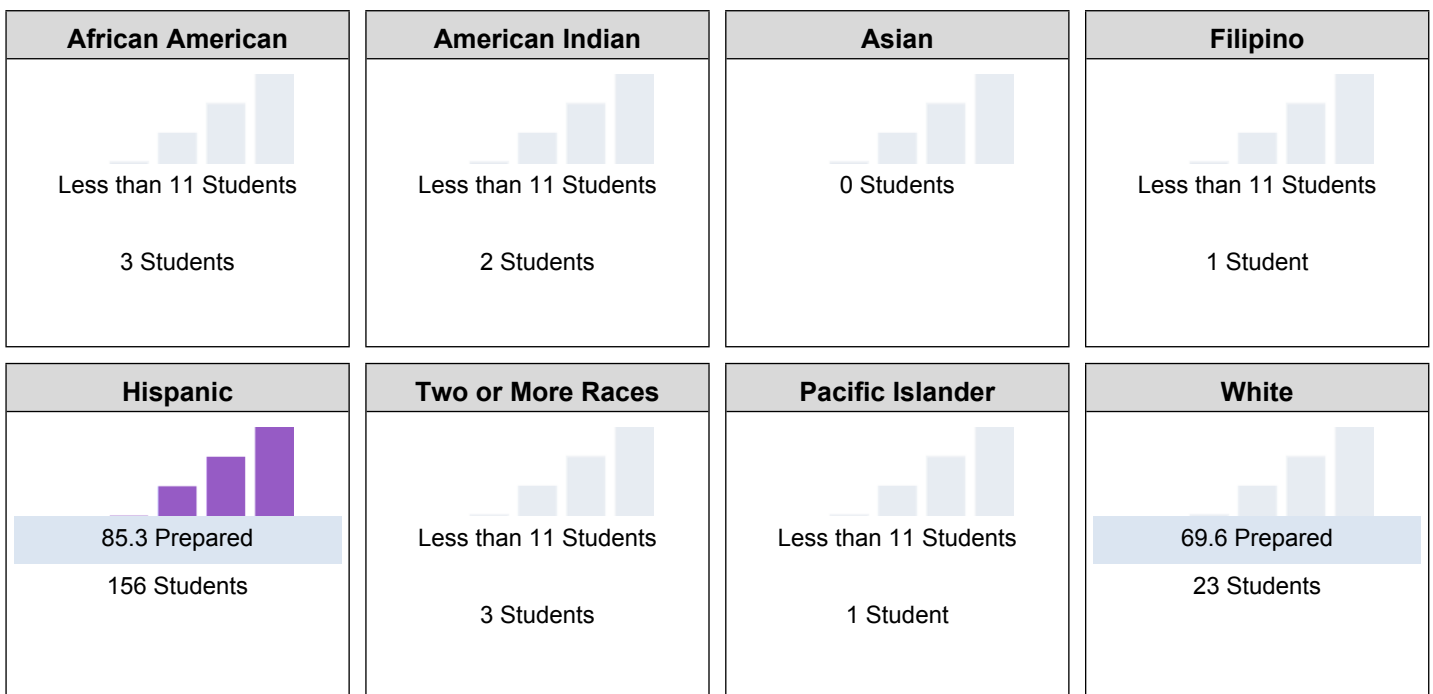


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No data presented.

School and Student Performance Data

Academic Engagement Graduation Rate

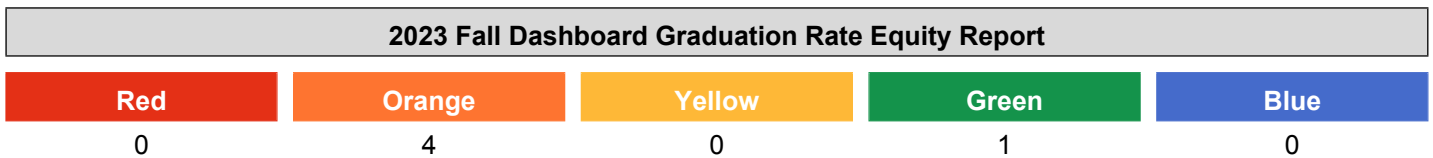
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 82.5% graduated Decreased -3.4 189 Students	English Learners  Orange 83.6% graduated Decreased -4.1 55 Students	Foster Youth Less than 11 Students 2 Students
Homeless  Orange 84.6% graduated Decreased -2.1 39 Students	Socioeconomically Disadvantaged  Orange 82.1% graduated Decreased -3.4 179 Students	Students with Disabilities  Orange 70.6% graduated Decreased Significantly -18.9 34 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Green</p> <p align="center">85.3% graduated</p> <p align="center">Increased 4.1</p> <p align="center">156 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">69.6% graduated</p> <p align="center">Decreased Significantly - 30.4</p> <p align="center">23 Students</p>

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

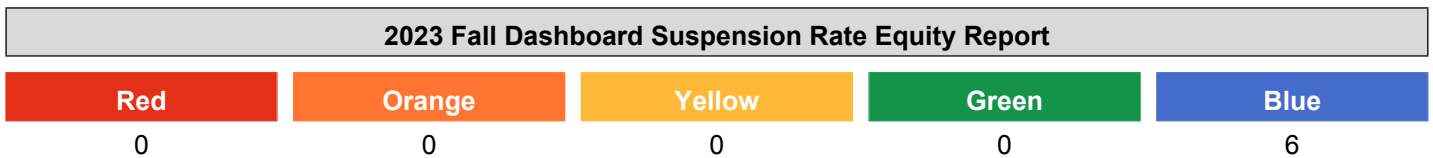
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 440 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 80 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 49 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 381 Students</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 83 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p align="center">11 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Blue</p> <p>0% suspended at least one day</p> <p align="center">Maintained 0</p> <p align="center">352 Students</p>	<p>0% suspended at least one day</p> <p align="center">Maintained 0</p> <p align="center">12 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Blue</p> <p>0% suspended at least one day</p> <p align="center">Maintained 0</p> <p align="center">58 Students</p>

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 1

Title and Description of School Goal

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

Academic Achievement: Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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 89% of our current students are below the 8th grade level with an overall grade level average of 5.3.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre and Post TABE Total Mathematics	Average grade level TABE Math increases by group: <ul style="list-style-type: none"> • All +1.4 • EL +1.2 • FRMP +1.3 • SpEd +1.1 	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.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	IT Director, paraeducators, and teachers administer the Test of Adult Basic Education (TABE) as well as assist with analyzing and disaggregating data.	All students	15,707.67 Title I 2000-2999: Classified Personnel Salaries Title I .47 FTE IT Director (including benefits) 5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
1.2	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.	All students	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor 3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)
1.3	Mathematics instructors, and school administration purchase supplemental materials to aid in learning and supplies for instruction as needed.	All students	3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits) 594.25 Title I 4000-4999: Books And Supplies Materials & Supplies
1.4	Mathematics instructors and paraeducators continue to provide individual supplementary support to close the achievement gap in mathematics.	All students	5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

1.5	The IT Director 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.	All students	15,707.67 Title I 2000-2999: Classified Personnel Salaries Title I .47 FTE IT Director (including benefits)
1.6	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.	All students	3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies and activities under this goal have been fully implemented and, based on related metrics, have proven to be highly effective.

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 between the intended implementation/budgeted expenditures and the actual implementation.

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.

There are no changes made to this goal, the projected annual outcomes, or the metrics or strategies/activities used for its achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Academic Achievement: English Language Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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 65% of our current students are below the 8th grade level with an overall grade level average of 4.8.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre and Post TABE Reading	Average grade level TABE Reading increases by group: <ul style="list-style-type: none"> All +1.4 EL +1.9 FRMP +1.6 SpEd +1.4 	Increase of at least 1.0 grade levels for all students and subgroups

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All students	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits) 3,390.72 Title I 1000-1999: Certificated Personnel Salaries

			Title I 0.75 Assistant Principal (including benefits)
2.2	School administration, and teaching staff review students' work, course test data, and identify further curriculum and teaching practices to improve ELA achievement.	All students	3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits) 594.25 Title I 4000-4999: Books And Supplies Materials & Supplies
2.3	Administer TABE test. Analyze and disaggregate data.	All students	15,707.67 Title I 2000-2999: Classified Personnel Salaries Title I .47 FTE IT Director (including benefits) 5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
2.4	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.	All students	3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)
2.5	English instructors and paraeducators continue to provide individual supplementary support to close the achievement gap in English and reading.	All students	5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
2.6	IT Director 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.	All students	15,707.67 Title I 2000-2999: Classified Personnel Salaries Title I .47 FTE IT Director (including benefits)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies and activities under this goal have been fully implemented and, based on related metrics, have proven to be highly effective.

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 between the intended implementation/budgeted expenditures and the actual implementation.

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.

There are no changes made to this goal, the projected annual outcomes, or the metrics or strategies/activities used for its achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Academic Achievement: English Learner Progress

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre and Post TABE Reading	Average grade level TABE Reading increases by group: <ul style="list-style-type: none"> All +1.4 EL +1.9 FRMP +1.6 SpEd +1.4 	Increase of at least 1.0 grade levels for all students and subgroups

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Executive Assistant and paraeducators access EL language classification information from CALPADS as well as gather ELPAC scores from previous schools.	Students enrolled in a designated English Language Development	5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries

			Title I 0.875 Paraeducator (including benefits)
3.2	IT Director, paraeducators, and instructional staff administer TABE, analyze and disaggregate data.	All students	15,707.67 Title I 2000-2999: Classified Personnel Salaries Title I .47 FTE IT Director (including benefits) 5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
3.3	School administration, ELA Teachers, and Academic Counselor identify students needing support through evaluating previous ELPAC scores, TABE scores, and/or student self-identification.	All students	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits) 3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)
3.4	Paraeducators work directly with students in whole class, small group, and individual settings to provide appropriate academic support.	Student enrolled in mainstream ELA courses and all English Learners (EL)	5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
3.5	School administration, and ELA Teachers continue to assess the effectiveness of materials and instruction related to best practices as well as monitor program implementation and analyze student achievement data.	Students enrolled in mainstream ELA courses course and all English Learners (EL)	3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits) 594.25 Title I 4000-4999: Books And Supplies Materials & Supplies
3.6	School administration will continue to instruct identified EL students in state approved ELD curriculum.	Students enrolled in a designated English Language Development	21,893.28 Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies and activities under this goal have been fully implemented and, based on related metrics, have proven to be highly effective.

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 between the intended implementation/budgeted expenditures and the actual implementation.

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.

There are no changes made to this goal, the projected annual outcomes, or the metrics or strategies/activities used for its achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Post Residential Success

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Post-Residential Student Data	Baseline data shows the average percentages of each placement between 2020-2021 to 2022-2023: <ul style="list-style-type: none"> • Military 6% • Education 46% • Employment 41% • Miscellaneous 2% • Not Placed 5% 	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.
College Tours	All students tour Allan Hancock College and attend their Career Exploration Day in the Spring.	Students tour a local community college 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.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.	All students	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)
4.2	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.	All students	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits) 3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits)
4.3	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.	Students accepted into the Job Internship Program	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits) 3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits) 5,666.46 Title I 2000-2999: Classified Personnel Salaries

			Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
4.4	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.	All students	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)
4.5	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.	All students	10,118.62 Title I 1000-1999: Certificated Personnel Salaries Title I 0.5 FTE Academic Counselor (including benefits)
4.6	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.	All students	3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits) 5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)
4.7	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.	All students	3,390.72 Title I 1000-1999: Certificated Personnel Salaries Title I 0.75 Assistant Principal (including benefits) 5,666.46 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits) 5,147.28 Title I 2000-2999: Classified Personnel Salaries Title I 0.875 Paraeducator (including benefits)

			594.25 Title I 4000-4999: Books And Supplies Materials & Supplies
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies and activities under this goal have been fully implemented and, based on related metrics, have proven to be highly effective.

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 between the intended implementation/budgeted expenditures and the actual implementation.

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.

There are no changes made to this goal, the projected annual outcomes, or the metrics or strategies/activities used for its achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$332,584
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$332,583.63
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$332,583.63

Subtotal of additional federal funds included for this school: \$332,583.63

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: \$332,583.63

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	332,583.63

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	143,530.88
2000-2999: Classified Personnel Salaries	186,675.75
4000-4999: Books And Supplies	2,377.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	143,530.88
2000-2999: Classified Personnel Salaries	Title I	186,675.75
4000-4999: Books And Supplies	Title I	2,377.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,927.85
Goal 2	73,927.85
Goal 3	87,536.48
Goal 4	97,191.45

School Site Council Membership

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

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

Name of Members	Role
Kyle Martin	Principal
Rich Hovey	Classroom Teacher Other School Staff
Cynthia Mauch	Other School Staff
Duskin Hobbs	Classroom Teacher
Captain Sonza	Parent or Community Member
Sergeant Zuniga	Parent or Community Member
Edgar Avina	Parent or Community Member
Claudia Naranjo	Parent or Community Member
Cristina Porras Martinez	Parent or Community Member
Veronica Lerma	Parent or Community Member
John Florence	Secondary Student
Nathan Avina	Secondary Student
Yesica DeJesus	Secondary Student
Aylina Ramirez	Secondary Student
Jacob Sexton	Secondary Student
Olga Tiburcia	Secondary Student
David Ramirez	Secondary Student
Jeremiah Ayala	Secondary Student
David Moreno	Secondary Student
Raymond Lopez	Secondary Student

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


Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 30, 2024.

Attested:

	Principal, Kyle Martin on May 30, 2024
	SSC Chairperson, Rich Hovey on May 30, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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