School Year: | 2023-24

School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

X Schoolwide Program
X Targeted Support and Improvement

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

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

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

supporting our African American, EL, and SPED populations to ensure academic achievement. In the upcoming year we plan to provide professional staff development on differentiated instruction, classroom interventions, culturally-responsive pedagogy, restorative practices, as well as train EL and Core teachers on secondary lesson planning with EL standards embedded as well as strategies for supporting EL students. Finally we want to ensure that all of our staff (as well as students and community members) are well aware of the College and Career Indicators on the CA dashboard to support student individualized four year plans and improve the College and Career Readiness of our students.

5) Family and Community Engagement: We recognize the importance of family and community involvement in our students' success. This collaborative approach ensures that our school's plans and programs are responsive to the needs and priorities of our community while aligning with ESSA and LCAP requirements.

6) Monitoring, Evaluation, and Continuous Improvement: Our school regularly monitors and evaluates the implementation and effectiveness of our plans and programs. We use this data to inform our decision-making and drive continuous improvement, ensuring that we remain in compliance with ESSA requirements, aligned with our LCAP, and responsive to the changing needs of our students and community.

By implementing this comprehensive and strategiagogy, mc9 compreh1(rt)e0 0 -1n1 BTEeteg-1( )1(a) evnviovnent ihat weporestauedts ao pucces-1(ed asademi)-1(c lly , socilly , nd)-1( )1(c)-1(meoion)a.

Analysis of Current Instructional Program

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Grand Terrace High School has the following resources available to parents to assist under-achieving students:
- English Language Advisory Committee
- Library/Career Center access
- Counseling Services
- FAFSA/College Applications Workshops
- Parent Orientation
- Parent conferences
- Freshman Parent Night
- Senior Parent Night

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

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

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

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

Funding

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

See Action Items

Fiscal support (EPC)

See Action Items

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1) School Site Council (SSC) and Committees: The primary vehicle for stakeholder involvement in the SPSA development and annual review process is the School Site Council (SSC), which includes representatives from each stakeholder group. In addition to the SSC, we have established relevant

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

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

Conclusions based on this data:

1. The mean scale score for Grade 11 students decreased from 2594.0 in the 20-21 academic year to 2543.9 in the 21-22 academic year, reflecting a decline in overall student performance.

2. In the Research/Inquiry category, the percentage of Grade 11 students who were above standard decreased from 22.55% in the 20-21 academic year to 12.74% in the 21-22 academic year.

3. In all of the data sections % At or Near the Standard increased in the 21-22 school year.

School and Student Performance Data

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

3.

School and Student Performance Data

ELPAC Results

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

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.57	13.73		31.43	47.06		45.71	19.61		14.29	19.61		35	51	
10	8.33	35.29		36.11	29.41		33.33	11.76		22.22	23.53		36	34	
11	17.24	4.00		41.38	40.00		20.69	32.00		20.69	24.00		29	25	
12	0.00	6.90		16.67	37.93		55.56	17.24		27.78	37.93		18	29	
All Grades	9.32	15.83		33.05	39.57		37.29	19.42		20.34	25.18		118	139	

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

Oral Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	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

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

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. 53.0% of the students were socioeconomically disadvantaged, which includes students eligible for free or reduced-priced meals or having parents/guardians who did not receive a high school diploma.

2. The school had a total of 159 English Learners, representing 8.7% of the total student population.

3. African American students made up 9.3% of the total student population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very
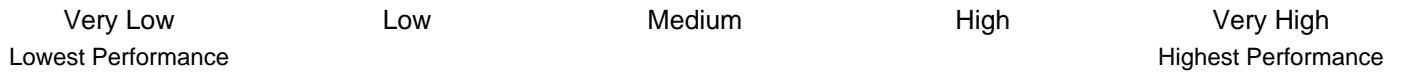
Conclusions based on this data:

1. Academic Performance in English Language Arts was rated as "Low," indicating that students were generally underperforming in this subject area.

2. Academic Performance in Mathematics was rated as "Very Low," suggesting that students were significantly underperforming in this subject area.

3. Conditions and Climate, as measured by the Suspension Rate, were rated as "High," indicating that the school had a high suspension rate, which may reflect challenges with student behavior and/or school climate.

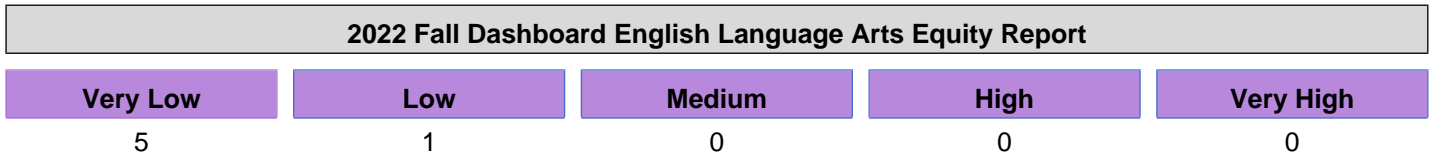# School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
50.0 points below standard	47.9 points below standard	146.4 poQ q /GS1 gs 0 G 0.5 w 173
20 Students	218 Students	

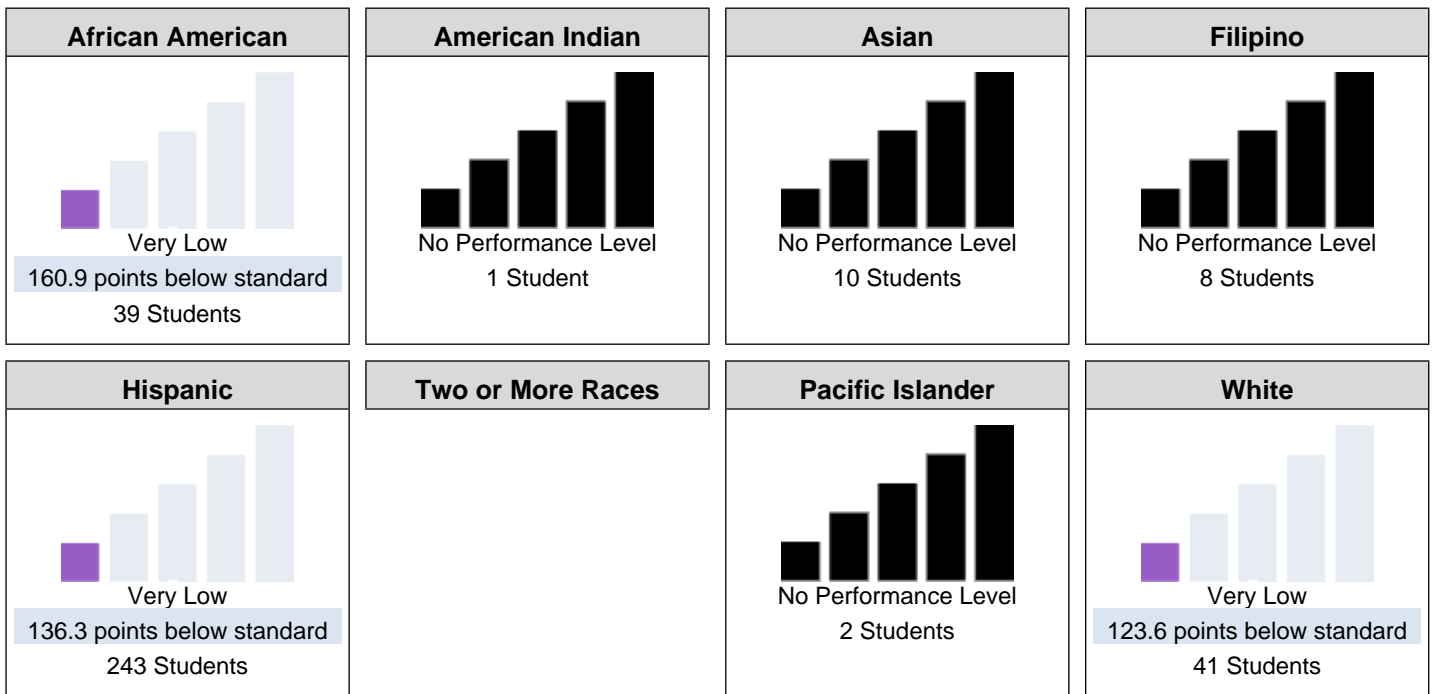## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	No Performance Level	No Performance Level	No Performance Level
57.9 points below standard	1 Student	10 Students	8 Students
39 Students			

Hispanic

Low

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Very Low

160.9 points below standard

39 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

10 Students

Filipino

No Performance Level

8 Students

Hispanic

Very Low

136.3 points below standard

243 Students

Two or More Races

Pacific Islander

No Performance Level

2 Students

White

Very Low

123.6 points below standard

41 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics
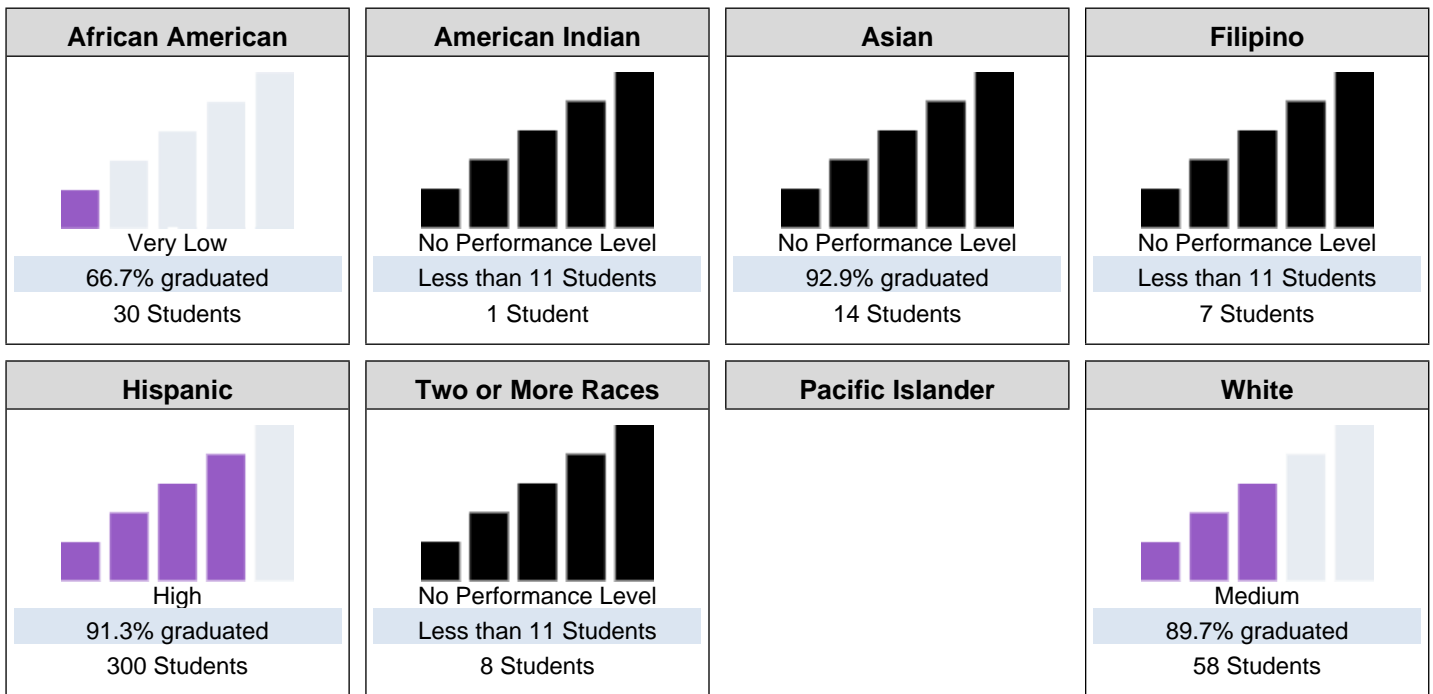
2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

215.4 points below standard

21 Students

Reclassified English Learners

157.4 points below standard

14 Students

English Only

132.9 points below standard

249 Students

Conclusions based on this data:

1. White students perform slightly better than All Students, with a "Very Low" performance level and 123.6 points below standard.

2. Hispanic students perform worse than All Students, with a "Very Low" performance level and 136.3 points below standard.

3. The performance gap between different student groups indicates a need for targeted support and resources to help underperforming groups improve their mathematics skills.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group	
All Students	**English Learners**
Medium	Low
89.2% graduated	76.9% graduated
418 Students	

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Very Low	No Performance Level	No Performance Level	No Performance Level
66.7% graduated	Less than 11 Students	92.9% graduated	Less than 11 Students
30 Students	1 Student	14 Students	7 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	No Performance Level		Medium
91.3% graduated	Less than 11 Students		89.7% graduated
300 Students	8 Students		58 Students

Conclusions based on this data:

1. The overall graduation rate for all students is medium, with 89.2% of the 418 students graduating.

2. Socioeconomically Disadvantaged students have a medium graduation rate of 89.4%, which is comparable to the overall student population.

3. African American students have a very low graduation rate of 66.7%, indicating that this group is underperforming compared to other racial/ethnic groups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Very High

15.4% suspended at least one day

208 Students

American Indian

No Performance Level

Less than 11 Students

3 Students

Asian

Medium

2.3% suspended at least one day

44 Students

Filipino

No Performance Level

0% suspended at least one day

25 Students

Hispanic

High

6.3% suspended at least one day

1571 Students

Two or More Races

High

9.4% suspended at least one day

32 Students

Pacific Islander

No Performance Level

Less than 11 Students

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Proficiency Rate (in US six years or more)		

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners and other identified subgroups

Strategy/Activity

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

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

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners, African American and other identified subgroups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

Amount(s)	Source(s)
1000	Title I 2000-2999: Classified Personnel Salaries Classified extra duty

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Proficiency+ Rate	21-22 School Year was 36.84%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	by the end of the 2021-22 school year (31%).	

Provide focused staff development to support the implementation of effective collaborative teams,

	3000-3999: Employee Benefits Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify 99919 l 0.125 30.74799919 l 973c263.42498779 341 30.8werv817FAA7imf /GSs A)one A)me

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

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

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

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

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

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

	Substitutes

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

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

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

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

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

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

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

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

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

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

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

| | Benefits |

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

All Students

Strategy/Activity

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

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

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

All Students

Strategy/Activity

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

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

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

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

2)Support for MTSS Implementation: To better address the diverse needs of our students, we will provide support for the implementation of the Multi-Tiered System of Supports (MTSS) at Tier I, II, & III levels. This will ensure targeted interventions for students requiring additional support, leading to impvernE3-1(verncademic ʎA)1(Th Achm)-1aaavior.1(ool)] TJ /GS1 gs 0 g [( )] Tf* QQh W n q 1 0

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Completion	Currently less than 20% of parents respond to the few surveys we send out.	

	Classified
230	Title I

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

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

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

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The planned strategies and activities were executed according to the initial design, and the 2./bcted wudgete wA/

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation ($)

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

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

School Site Council Membership

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 22, 2023.

Attested:

	Principal, Charles Neighbours on 05/22/2023
	SSC Chairperson, (Christy Boal-sub for Martha Macias) on 5/22/2023

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Analysis

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

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

- ç

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan
II. The SPSA shall include the following:

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

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

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

    1. Ensure that those students' difficulties are identified on a timely basis; and

    2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

    1.

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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

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

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

This Title 1 parental involvement policy was developed with input from Title 1 parents. A draft of the Title I Parental Involvement Policy was presented to English Learners Advisory Committee and School Site Council in the spring of 2023 for approval. It has distributed the policy to parents of Title 1 students. GTHS has posted the policy on the website and copies of the policy were distributed to parents of Title 1 students through orientation packets. The policy describes the means for carrying out the follow all ESSA Section

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

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

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

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

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

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

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

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

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

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

Type signature here.

Signature of Authorized Official

Enter date approved.

May 22, 2022

California Department of Education
July 2018

School-Parent Compact

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

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

How does the school address this?

Grand Terrace High School addresses this by:

Provide high-quality curriculum and instruction
Communicate high expectations for every student.
Endeavor to motivate our students to learn.