

# 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
Golden Gate Community School	07 10074 0730614	12/14/2023	

## Purpose and Description

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

- Schoolwide Program
- Comprehensive 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 Single Plan for Student Achievement is written to outline Golden Gate Community School's (GGCS) schoolwide program for the 2023/24 school year. GGCS was identified as a Comprehensive Support and Improvement school as a result of Graduation Rates. The 2023/24 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Golden Gate Community School’s site plan is aligned to the requirements of ESSA and the Agency’s Local Control and Accountability Plan (LCAP). The school’s goals and metrics are similar to the goals and metrics outlined in the LCAP. The development of the plan included a comprehensive needs assessment taking into account information on academic achievement of students, and particularly, the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students, including each student group, to meet the state standards. Additionally, the plan will describe how Golden Gate Community School will strengthen the academic program, improve learning time, and support enriched and accelerated curriculum as well as address the needs of all students in the school, particularly those at-risk of not meeting the state standards.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

During the 2023/24 school year, we conducted focus groups with teachers, students, parents, and stakeholders to shape our school goals for the Local Control Accountability Plan (LCAP). The identified goals center around behavior, curriculum and instruction, student attendance, and school culture, aligning with both WASC and the LCAP.

Surveys were administered to parents, students, and staff to gauge perspectives on LCAP goals and the overall school climate. The School Site Council reviewed survey data, incorporating insights to refine action steps for goal attainment.

Analysis of the California Healthy Kid Survey revealed that 54% of students felt connected to the school. This insight is based on responses from 33 students, representing 26% of the targeted survey group, with the majority being in-person students. To address this, our twofold goal is to increase overall school connectedness and, consequently, secure a more comprehensive response sample.

## Classroom Observations

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

The principal conducts weekly classroom observations as part of routine supervision, occasionally accompanied by other administrators. These observations are an integral component of the mandatory teacher and classroom staff evaluation process. Independent study teachers facilitate the process by providing a link to their lesson for review.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

GGCS actively engages in all mandated statewide assessments through the Smarter Balance Assessment Consortium (SBAC) in English and Mathematics. In the 2020/21 school year, our schools employed Alternate Assessments for ELA and Math in the Spring, utilizing the state-approved alternate assessment tool, STAR Renaissance. In the subsequent 2021/22 school year, Golden Gate returned to CAASPP statewide assessments in ELA, Mathematics, and Science. Currently, we are utilizing data sets from both assessment frameworks.

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

Our primary assessment tool at GGCS is the STAR Renaissance pre and post test. However, throughout the academic year, our teachers consistently conduct formative assessments to flexibly adjust each student's curriculum based on their progress and needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Seventy percent of the staff at Golden Gate Community School meet the requirements for Highly Qualified Teacher (ESEA). All teachers hold the minimum of a Bachelor's Degree and 70% hold either a Multiple or Single Subject Credential. Approximately 50% of the teaching staff hold Master's Degrees, and 100% are authorized to teach English Language Learners.

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

All teachers at Golden Gate hold the appropriate credentials. Professional development opportunities are provided throughout the year, following a dedicated calendar. This includes regularly scheduled meeting times for professional development, along with additional workshops and staff trainings tailored to identified needs.

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

Staff development at Golden Gate is centered around Restorative and Trauma-Informed Practices, with all staff members participating in related training sessions. Additionally, mandatory agency-required trainings cover Blood-Borne Pathogens, Emergency Procedures, Suicide Prevention, Child Abuse Prevention, and Sexual Harassment.

All teachers are proficient in using Google Classroom, integrating it into their classrooms effectively. Furthermore, staff members have received training on and implemented the Big Ideas Curriculum and STEMscopes.

An active MTSS leadership team, comprising of administrators, classified, and certificated staff, is dedicated to refining interventions for students at all levels. This collaborative effort ensures a comprehensive approach to student support.

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

The County Office of Education boasts content experts in math and English, serving as coordinators within the Curriculum and Instruction department. These experts provide targeted training for our staff as needed. Additionally, Teacher Induction coaches and new teacher mentors are readily available to support teachers in both the induction process and new assignments. We share a Teacher on Special Assignment in the county who coaches and supports teachers. Content specialists, with whom we partner, also conduct model lessons and offer curriculum-specific coaching.

To further enhance professional development, Golden Gate has established partnerships with UC Berkeley, STEM4Real, Calculus Roundtable, and Reading with Relevance. Through these contracts, coaching and support services are extended to our teachers and administrators, enriching their professional growth and effectiveness.

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

Teacher collaboration will take place in job alike meetings throughout the year.

## Teaching and Learning

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

Textbooks have been reviewed and adopted to align with Common Core standards. The following curriculum adoptions and ongoing uses have been completed:

1. Adoption of Reading with Relevance ELA curriculum (2018).
2. Adoption of SAVVAS history & social science curriculum (2022).
3. Utilizing the Big Ideas math text/curriculum (2016).
4. Ongoing use of UC Berkeley History Social Studies Project History curriculum (January 2019).
5. Ongoing use of STEMscopes Science curriculum (January 2022).
6. Ongoing use of Reading Horizons computer-based curriculum (January 2015).
7. Ongoing use of Positive Action behavior intervention curriculum (October 2015).
8. Ongoing use of Edgenuity online learning platform (August 2018).

In addition, course descriptions have been reviewed and are in the process of alignment and revision to meet Common Core standards. The Course of Study has received Board approval, and all courses are A-G approved.

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

Each grade band level at GGCS adheres to, complies with, and implements district core program instructional minutes for English Language Arts and Mathematics. In addition, time is also blocked by grade level for English learners to receive the required 30 minutes a day of specialized instruction in English Language Development. These times are given high priority and embedded in the instructional day

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

CCCOE Student Programs provides staff with instructional and assessment pacing guides for English Language Arts, Mathematics, Social Science, and Science at each grade level. Teachers adhere to these guides to guarantee timely coverage of standards, enabling assessment of student achievement in core subjects. Formative and trimester benchmark assessments align with the pacing guide, ensuring a cohesive sequence of instruction for teachers.

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

Each student receives grade and ability-appropriate math and English curriculum/texts that are CCCOE Board approved. Teachers supplement and individualize the program using various materials. For subjects not part of the core—Math, English, Science—we use Edgenuity, an A-G approved curriculum.

All curriculum in ELA, Math, Science, and Social Studies is A-G approved, facilitating transfer to the University of California system. Additionally, we implement the computer-based reading intervention program, Reading Horizons.

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

All our programs use K-8 SBE adopted textbooks and all high school textbooks are approved by the CCCOE Board of Education.

## Opportunity and Equal Educational Access

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

Differentiated instruction:

- Arts Integration Curriculum
- One-to-one and flexible grouping instruction
- After-school tutoring

Support from Special Education staff, instructional assistants, and tutors:

- Additional assistance to teachers
- Individual support to students

Reading support:

- Pullout small group or individual assistance with the Reading Horizons Program

Mathematics support:

- Freckle Math computerized individualized intervention program based on areas of math in which the student needs more support based on their STAR Math assessment.

Behavioral intervention:

- Positive Action behavior intervention curriculum, incentives for positive behavior and attendance.

Digital-based and self-paced courses:

- Edgenuity - This is an A-G approved online self paced curriculum, students receive teacher support while completing the curriculum.

Evidence-based educational practices to raise student achievement

We enhance student achievement by applying research-based educational practices, including small group instruction, integrated learning habits of mind, 3,2,1 bridge, thinking for understanding, observe reflect connect, and individualized instruction.



## Parental Engagement

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

We provide a range of support services to enhance the educational experience:

1. Concurrent Enrollment Programs: Collaboration with community colleges and adult education for concurrent enrollment programs.
2. Workability Services: Comprehensive job placement and training services for all special education students.
3. Community Service Opportunities: Community service hours are available at community school sites.
4. Specialized Staff: Dedicated Youth Specialist, Transition Specialists, and the Family & Community Specialist are present weekly at each school site.
5. Individualized Learning Plans: At intake, all students participate in a staff/parent/student conference to establish an individualized learning plan.
6. Foster/Homeless Youth Support: Specialized services for Foster/Homeless Youth are available on-site and at the County Office, providing crucial transition support.
7. Food Pantries: Food pantries have been established at each site to support families on a weekly basis.
8. On-Site Mental Health Services: On-site mental health services are accessible for both students and their families.
9. PIQE is a national organization with evidence-based programs that engage, empower and transform parents to actively engage in their children's education and strengthen parent-school collaboration.

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)

Our School Site Council currently consists of the following voting members: one student, one teacher, one classified staff, one school administrator, one parent, and one community member. Additionally, the team includes alternate student and parent members.

## Funding

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

We offer a variety of supportive services to address diverse needs:

1. Behavior Intervention: Targeted strategies to address and improve behavior.
2. Reading Intervention: Specialized programs and support to enhance reading skills.
3. Math Intervention: Tailored assistance to improve mathematical understanding.
4. Tutoring: Additional academic support through one-on-one or group tutoring.
5. Para-educators: Instructional aides trained support staff assisting in various educational activities.
6. Family and Community Engagement Specialist: A dedicated specialist fostering connections between the school, families, and the community.
7. Field Trips: Opportunities for hands-on learning experiences outside the classroom.
8. Incentive Programs: Motivational initiatives to recognize and reward student achievements.
9. College and Career Transition Specialists: Guidance and support for students transitioning from high school to college and/or to a career.
10. Restorative Practices Facilitators: Professionals facilitating restorative practices for conflict resolution and community-building.

## Fiscal support (EPC)

Other funds will be utilized for purchasing and providing supplies and materials essential for the school's daily operations, supporting celebrations, ceremonies, funding field trips and assemblies, facilitating parent and community involvement activities, and providing curriculum and instructional materials.

## **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**

Golden Gate conducts monthly parent engagement meetings to discuss LCAP goals and the school plan. Regular school meetings, including the leadership team and MTSS team, are also held. The plan was reviewed on 11/1/2023 with the school site council and approved by the school site council on 12/14/2023. Following site council approval, the plan undergoes further review by the school board.

## **Resource Inequities**

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

Golden Gate School qualifies for Comprehensive School Improvement (CSI) due to low graduation rates (less than 68%) for English learners, Homeless Youth, and Students with Disabilities. The 2022 California Dashboard indicates areas of concern, labeled as "Orange and/or Red," specifically for English learners.

Upon budget review, Golden Gate School staff identified insufficient resources for English learners, Homeless Youth, and Students with Disabilities. The 2023/24 SPSA focuses on addressing these

issues. While two strategies target the needs of English learners, there are currently no identified strategies or budget allocation for Homeless Youth or Students with Disabilities.

To enhance support and ensure high school graduation for these student groups, the SPSA outlines targeted strategies with specific budget allocations:

1. Goal 3, Strategy 8: Implements professional development for teachers to support English learners, Homeless Youth, and Students with Disabilities in general education settings.
2. Goal 3, Strategy 9: Establishes professional development for site administrators to enhance early identification systems for students needing support, along with a monitoring process for early identification.
3. Goal 4, Strategy 7: Introduces targeted intervention support, allowing students to engage in credit recovery opportunities starting in their sophomore year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	1.11%		0	1
African American	30.1%	34.67%	32.22%	31	26	29
Asian	1.9%	%	0%	2	0	0
Filipino	%	1.33%	2.22%		1	2
Hispanic/Latino	41.8%	46.67%	45.56%	43	35	41
Pacific Islander	1.0%	2.67%	1.11%	1	2	1
White	21.4%	9.33%	14.44%	22	7	13
Multiple/No Response	1.0%	%	1.11%	1	0	1
	<b>Total Enrollment</b>			103	75	90

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	1		2
Grade 8	4	2	3
Grade 9	35	23	29
Grade 10	28	20	23
Grade 11	16	19	23
Grade 12	19	11	10
<b>Total Enrollment</b>	103	75	90

### Conclusions based on this data:

1. There has been a decline in student enrollment.
2. The largest categories of students consistently are those in ninth and tenth grade by credits.
3. A disproportionate amount of students served at Golden Gate Community Schools are African-American and Latino youth.

# 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	20	16	12	19.4%	21.3%	13.3%
Fluent English Proficient (FEP)	10	5	7	9.7%	6.7%	7.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The number of English Language students has steadily decreased over the last three years.
2. Golden Gate has not been able to reclassify students over the last three years.

# School and Student Performance Data

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	16	22	25	19.0%	15.3%	17.6%
Fluent English Proficient (FEP)	8	18	14	9.5%	12.5%	9.9%
Reclassified Fluent English Proficient		0	0	0	0.0%	0.0%

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*	10	7	0	9	*	0	9	*		90.0	
Grade 8	*	10	17	0	9	4	0	9	4		90.0	23.5
Grade 11	25	24	24	0	9	10	0	9	10	0.0	37.5	41.7
All Grades	28	44	48	0	27	16	0	27	16	0.0	61.4	33.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		3.70	0.00		7.41	6.25		37.04	12.50		51.85	81.25

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 7		*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*	
Grade 11		*	*		*	*		*	*	
All Grades		*	*		*	*		*	*	

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 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

**Conclusions based on this data:**

1. This data is inconclusive, the participation rate is too low to have test results disaggregated for the standards.
2. 33.3 % of our students participated in CAASPP ELA
3. Based on this Data, in 2022-23 CAASPP ELA, 0% of students exceeded standards, 6.25% met standards, 12.5% nearly met standards, and 81.25% were below standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*	10	7	0	7	*	0	7	*		70.0	
Grade 8	*	11	18	0	8	4	0	8	4		72.7	22.2
Grade 11	25	24	24	0	9	9	0	9	9	0.0	37.5	37.5
All Grades	28	45	49	0	24	15	0	24	15	0.0	53.3	30.6

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	0.00		8.33	0.00		91.67	100.0

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 7		*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*	
Grade 11		*	*		*	*		*	*	
All Grades		*	*		*	*		*	*	

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 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*



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 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

**Conclusions based on this data:**

1. This data is inconclusive, the participation rate is too low to have test results disaggregated for the standards.
2. 30.6% of students participated in CAASPP Math
3. According to CAASPP Math, 100% of our students were below standard in Math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7		*		*		*		*
Grade 8							0	
Grade 9	*		*		*		4	0
Grade 10							0	0
Grade 11							0	0
Grade 12	*		*		*		*	0
All Grades							5	*

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*	*	*	*	*	*	*	*	*	*

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*	*	*	*	*	*	*	*	*	*

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*	*	*	*	*	*	*	*	*	*

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	20-21	21-22	20-21	21-22	20-21	21-22	
All Grades	*	*	*	*	*	*	*	*	

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	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*	*	*	*	*	*	*	*

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	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*	*	*	*	*	*	*	*

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	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. Because of the small number of student's assessed, Golden Gate does not have a significant sub group and Data is inconclusive.
2. Because of constant enrollment, some students missed the ELPAC testing window.
3. In call grades 5% participated in the ELPAC exam.

# School and Student Performance Data

## 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
90	78.9	13.3	3.3
Total Number of Students enrolled in Golden Gate Community 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	12	13.3
Foster Youth	3	3.3
Homeless	4	4.4
Socioeconomically Disadvantaged	71	78.9
Students with Disabilities	26	28.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	32.2
American Indian	1	1.1
Filipino	2	2.2
Hispanic	41	45.6
Two or More Races	1	1.1
Pacific Islander	1	1.1
White	13	14.4

### Conclusions based on this data:

1. A majority of the Golden Gate students are identified as socio-economically disadvantaged.
2. A disproportionate amount of students at Golden Gate are African-American or Hispanic.

3. There were fewer students with special needs at the time this data was taken, and our population is currently 31%

# 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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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>College/Career</b> Very Low	<b>Graduation Rate</b>  Red	<b>Suspension Rate</b>  Green

#### Conclusions based on this data:

1. GGCS has a high suspension rate and low graduation rate.
2. GGCS is a program that is intended as a temporary program to get students back on the right track.

3. Students enrolled in GGCS are mostly credit deficient, and struggling with attendance, academic and behavior upon their arrival to us from the districts, in other words on the path to not graduating. Many students who succeed are sent back to their home district to graduate.

# School and Student Performance Data

## Academic Performance English Language Arts

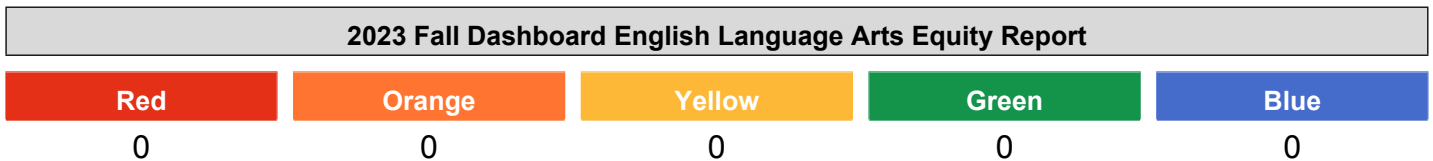
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This section provides number of student groups in each level.






This section provides a view of how well students are meeting grade-level standards on the 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
307.8 points below standard Decreased Significantly -51.9 points  35 Students	Less than 11 Students  4 Students	Less than 11 Students  0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students  1 Student	309.5 points below standard Decreased Significantly -52.3 points  29 Students	Less than 11 Students  8 Students



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>333 points below standard</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>300.1 points below standard</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>

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
<p>Less than 11 Students</p> <p>4 Students</p>	<p>0 Students</p>	<p>303.6 points below standard</p> <p>Decreased Significantly -34.2 points</p> <p>30 Students</p>

**Conclusions based on this data:**

- 35 Averaged 307.8 points below standard decreased by 51.9 points
- 14 African American Students were 333 points below standard
- 15 Hispanic students were 300.1 points below standard

# School and Student Performance Data

## Academic Performance Mathematics

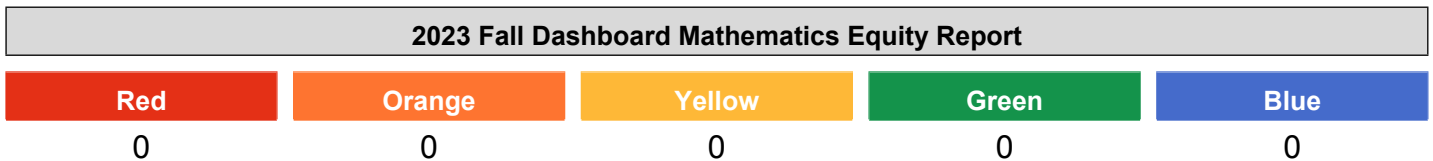
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
331.8 points below standard	Less than 11 Students	Less than 11 Students
Decreased Significantly -18.3 points	5 Students	0 Students
37 Students		
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students	336.6 points below standard	Less than 11 Students
2 Students	Decreased Significantly -22.2 points	8 Students
	31 Students	

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>348 points below standard</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>320.6 points below standard</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>

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
<p>Less than 11 Students</p> <p>5 Students</p>	<p>0 Students</p>	<p>328.7 points below standard</p> <p>Decreased -6.2 points</p> <p>31 Students</p>

#### Conclusions based on this data:

1. All students 37 scored an average of 331.8 points below standard, decreased by -18.3 points
2. 14 African American Students scored an average of 348 points below standard
3. 16 Hispanic Students scored an average of 320.6 points below standard

# School and Student Performance Data

## Academic Performance English Learner Progress

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 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	
<b>English Learner Progress</b>	
25 points above standard making progress towards English language proficiency	
Number of EL Students: 20 Students Performance Level: No Performance Level	

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

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
3	4	0	5

### Conclusions based on this data:

- Golden Gate Community school does not have 2023 Fall Dashboard English Learner Progress Level given the low number of ELs. There were 20 ELs
- GGCS Students scored at least 25 points above standard making progress toward EL Proficiency.
- 3 students decrease one ELP level, 4 maintained ELPI Level 1, 2L, 2 H, 3L, or 3H, 0 maintained ELPI level 4, and 5 progressed at least one ELPI level.

# School and Student Performance Data

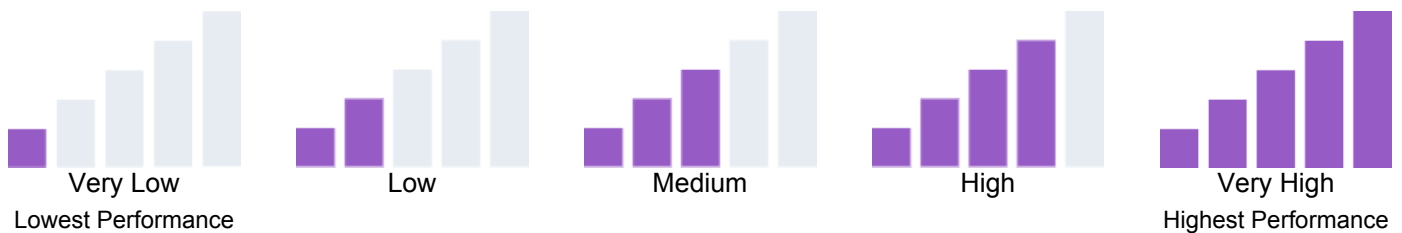
## Academic Performance College/Career Report

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.

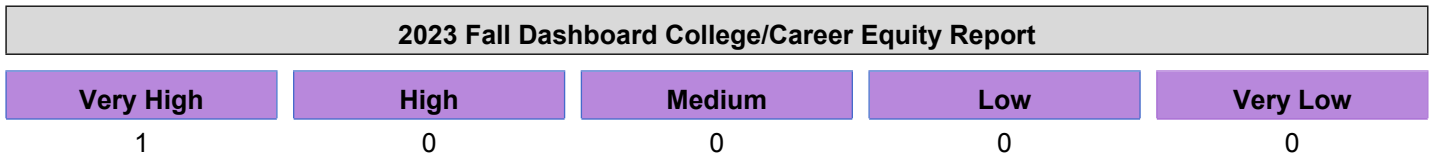
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

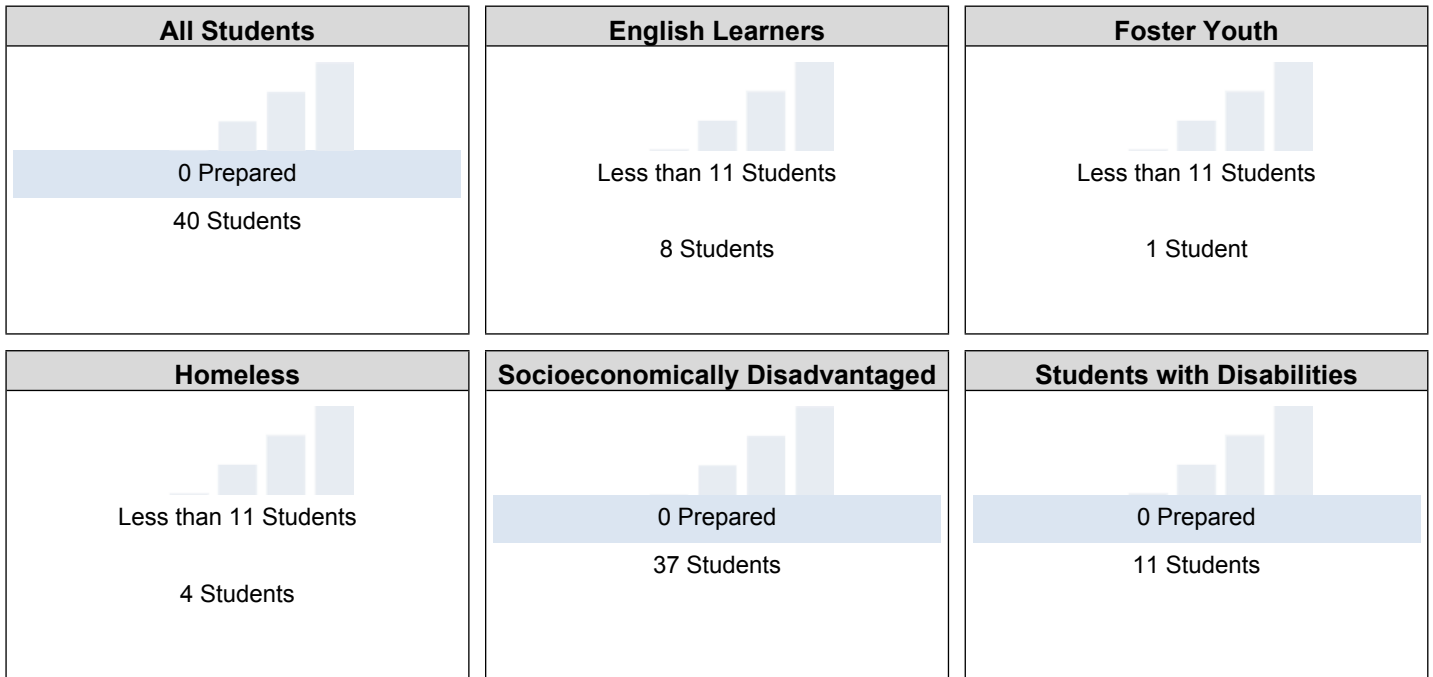


This section provides number of student groups in each level.

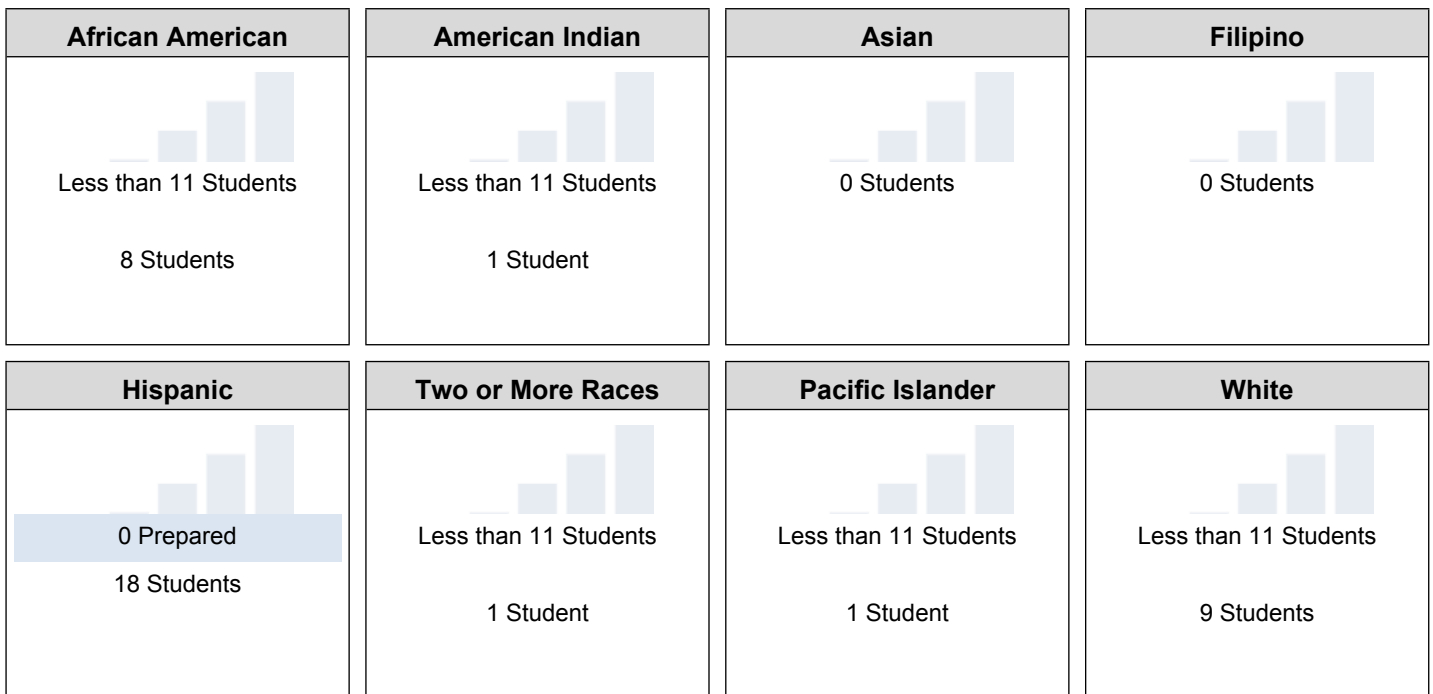


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**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:**

- 0% of all students showed readiness for Career or College of 40 students.
- 0% of Hispanic students showed readiness for Career or College of 18 students.
- Less than 11% African American students - 8 students showed Career and College Readiness.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

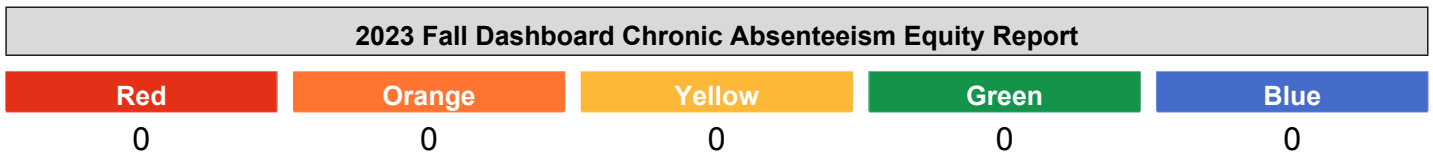
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<b>All Students</b> 57.7% Chronically Absent Declined -9 26 Students	<b>English Learners</b> Less than 11 Students 2 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b> 59.1% Chronically Absent Declined -7.6 22 Students	<b>Students with Disabilities</b> Less than 11 Students 5 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
61.5% Chronically Absent 0 13 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Less than 11 Students 10 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

**Conclusions based on this data:**

1. Because of the limited number of students at Golden Gate, Dashboard data does not reflect a performance label.
2. Of the eighteen students identified, fifteen are socio-economically disadvantaged. Fourteen of the identified students are African-American or Hispanic.
3. All students 57.7 are chronically absent, 61.5% of African American Students are Chronically Absent,



# School and Student Performance Data

## Academic Engagement Graduation Rate

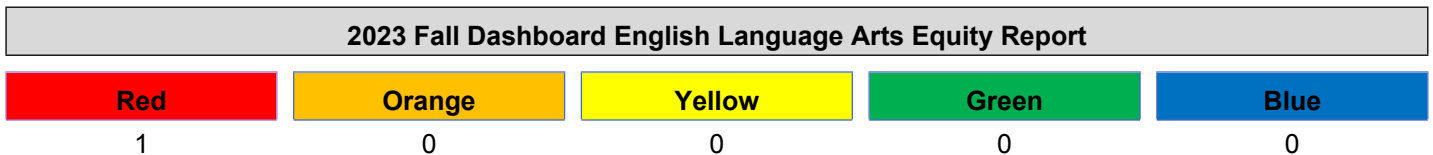
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Red 60.9% graduated Increased 1.9 46 Students	<b>English Learners</b> Less than 11 Students 9 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Red 58.5% graduated Decreased -3.2 41 Students	<b>Students with Disabilities</b> 66.7% graduated 12 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>81.8% graduated</p> <p>Increased Significantly 24.7</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p>50% graduated</p> <p>Decreased -2.9</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>10 Students</p>

**Conclusions based on this data:**

1. 59% of our students graduated last year.
2. 57.1 of our African American students graduated last year.
3. 61.8 % of our socio-economically disadvantaged students graduated last year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

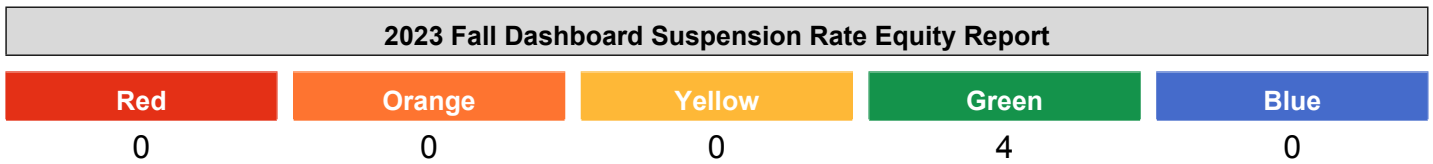
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Green</p> <p>2% suspended at least one day</p> <p>Declined Significantly -5.2</p> <p>204 Students</p>	<p><b>English Learners</b></p> <p>0% suspended at least one day</p> <p>Declined -15.4</p> <p>41 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.3% suspended at least one day</p> <p>Declined Significantly -5</p> <p>173 Students</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>4.8% suspended at least one day</p> <p>Declined -9.9</p> <p>62 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 3% suspended at least one day Declined -7.2 67 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1% suspended at least one day Declined -4.2 94 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	0% suspended at least one day Declined -4.3 26 Students

**Conclusions based on this data:**

1. The data indicates that 7% of Golden Gate students experienced at least one suspension. This equals 13 students.
2. The data indicates that 10.1% or 7 African American students at Golden Gate were suspended for at least one day.
3. The data indicates that 5.3% of Latino Students were suspended at least one day. This equals 4 students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Culture

## LEA/LCAP Goal

Create safe, inclusive, and welcoming learning environments where students attend and are connected to their schools.

## Goal 1

Establish secure, inclusive, and inviting learning environments that foster student attendance and connection to their schools.

## Identified Need

The School Site Council has reviewed academic performance across student groups, identifying a key need in Goal 1. This goal aims to enhance attendance rates and reduce chronic absenteeism for all students, specifically targeting subgroups such as Foster Youth, Homeless, English Learners, and Socio-economically Disadvantaged. Additionally, the goal focuses on increasing high school graduation rates, with targeted efforts for Foster Youth, Homeless, English Learners, and Socio-economically Disadvantaged students. Lastly, the goal seeks to decrease suspension and expulsion rates for various student groups, including All Students, African American Students, English Learners, Foster Youth, Homeless, Socio-economically Disadvantaged, and Students with Disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the student, staff, and parent perception as reported on the school climate based on the CalSCHLS survey	<p>The school climate based on the CalSCHLS survey 2022/23:</p> <ul style="list-style-type: none"> <li>53% of parents agree or strongly agree that the school promotes parent involvement</li> <li>61% of staff agree or strongly agree that the student learning environment is positive</li> <li>54% of students indicate they agree or strongly agree they have school connectedness.</li> </ul>	<p>The school climate based on the CalSCHLS survey 2022/23:</p> <ul style="list-style-type: none"> <li>58% of parents agree or strongly agree that the school promotes parent involvement</li> <li>66% of staff agree or strongly agree that the student learning environment is positive</li> <li>59% of students indicate they agree or strongly agree they have school connectedness.</li> </ul>
Suspension Rate: All Students:		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
African American Students: English Learners: Foster Youth: Homeless: Socio-economically Disadvantaged: Students with Disabilities:	Suspension Rate 2022/23: All Students: 7.1% African American Students: 10.1% English Learners: 15.4% Foster Youth: not a significant sub group Homeless: 16.7% Socio-economically Disadvantaged: 7.3% Students with Disabilities: 14.7%	Suspension Rate 2023/24: All Students: 5% African American Students: 8% English Learners: 13% Foster Youth: not a significant sub group Homeless: 14% Socio-economically Disadvantaged: 5% Students with Disabilities: 12%
Facilities in Good Repair	Facilities in Good Repair 2022/23: GG received a rating of "Good" in all areas on the 2023 Facility Inspection Tool (FIT).	Facilities in Good Repair 2023/24: MM will receive a rating of "Good" in all areas on the 2024 Facility Inspection Tool (FIT).
Chronic Absenteeism Rate: All Students Foster Youth Homeless	Chronic Absenteeism Rate 2022/23 : All Students: 66.7% Foster Youth: no performance level Homeless: no performance level	Chronic Absenteeism Rate 2023/24: All Students: At most 50% Foster Youth: Homeless:
High School Graduation Rate: All Students Foster Youth Homeless English Learners Socio-economically Disadvantaged	High School Graduation Rate: All Students 59% Foster Youth: No performance level Homeless: No performance level English Learners: No performance level Socio-economically Disadvantaged: 61.8%	High School Graduation Rate: All Students 64% Foster Youth: No performance level Homeless: No performance level English Learners: No performance level Socio-economically Disadvantaged: 66%
Attendance Rates: All Students Foster Youth Homeless English Learners Socio-economically Disadvantaged	Attendance Rates :  All Students : 68% Foster Youth: 87% Homeless: No performance level English Learners:68%	Attendance Rates : Growth of 14% All Students: 82% Foster Youth: 95% Homeless: English Learners: 82% Socio-economically Disadvantaged: 81%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socio-economically Disadvantaged: 67%	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Teacher training and coaching, inclusive of materials and supplies, for instructional staff on MTSS implementation. This encompasses Restorative Practices, PBIS, Incentive Systems, trauma-informed practices, Social-Emotional Learning (SEL), and alternatives to suspension.

#### 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)

32,405

#### Source(s)

Title I Part A: Disadvantaged Students  
5800: Professional/Consulting Services And  
Operating Expenditures  
Restorative Justice Empathy in Action

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Family and Community Engagement Specialist focusing on social-emotional supports and community building.

#### 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)

106,317

#### Source(s)

Title I Part A: Disadvantaged Students  
2000-2999: Classified Personnel Salaries

	Family and Community Engagement Specialist Salary (1.0 FTE)
74,826	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Family and Community Engagement Specialist Salary (1.0 FTE) Benefits

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Expand Service in SEL either from Empathy in Action, COPE, or other Community Based Programs to be identified.

**Strategy/Activity**

Training for Teachers, Direct work with students, support for Independent Study 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)
2,600	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Training, materials, and demonstration of COPE SEL program for teachers to use daily. Expand COPE  Empathy in Action  Account for Salary Increases
15,000	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Extra hours for community building for classified staff
13,539	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits to accompany the extra hours for classified staff

**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.

Golden Gate has completed 1 out of 5 strategies as identified in the 2022/23 SPSA, Staff received training and coaching on Restorative Practices. PBIS, trauma informed practices, SEL and alternatives to suspension, were not completed.

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

Consider exploring alternative support options for this area rather than the former digital art program, with a focus on solutions more directly aligned with our established goals.

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.

Explore alternative options for SEL support, incentives, and a trauma-informed practices refresher for teachers, both those already trained and new teachers. Remove consideration of Digital Arts and seek more directly aligned solutions with our goals.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Equitable, High Quality Instructional Programs

## LEA/LCAP Goal

Goal 2: Execute equitable, high quality instructional programs and provide educational options to ensure every student graduates college and career ready.

## Goal 2

Implement equitable, high-quality instructional programs and offer diverse educational options to ensure every student graduates college and career-ready. Strive for a 3% increase in student improvement in both Math and Language Arts.

## Identified Need

The GGCS School Site Council has identified key needs for academic improvement:

1. Access to Instructional Materials: Improve equitable access to instructional materials for various student groups.
2. Renaissance Star Performance Improvement: Enhance proficiency in Math and English Language Arts, aiming for a minimum 3% increase in the average percentile ranking for each Renaissance Star administration.
3. Completed A-G Coursework Rate: Targeted focus on All Students, English Learners, Foster Youth, and Socio-economically Disadvantaged students to improve completion rates of A-G coursework for college readiness.
4. Career Technical Education (CTE) Pathways: Achieve a 5% annual increase in students completing CTE courses leading to established pathways.
5. Multi-Tiered System of Support (MTSS) Implementation: Fully implement MTSS by the 2024-2025 academic year, addressing academic, social-emotional, and behavioral interventions.
6. English Learner Reclassification Rate: Achieve a minimum annual growth of 2 reclassifications of English Learner students as Fluent English Proficient, based on ELPAC performance and additional criteria.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to Instructional Materials as determined by William's Reports	100% of Students Have Access to Materials	100% of Students Have Access to Materials
In mathematics the average percentile ranking for each	2022/23 Math Average Percentile Ranking was 11%	2023/24 Math Average Percentile Ranking will be 14%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Star administration will increase by a minimum of three percentage points for all students		
In English Language Arts the average percentile ranking for each Renaissance Star administration will increase by a minimum of three percentage points for all students	2022/23 Reading Average Percentile Ranking was 7%	2023/24 Reading Average Percentile Ranking will be 10%
Completed A-G Coursework Rate All Students - English Learners - Foster Youth Socio-economically Disadvantaged -	Completed A-G Coursework Rate All Students - No level English Learners - No Level Foster Youth - No Level Socio-economically Disadvantaged - No Level	Completed A-G Coursework Rate All Students - 5% English Learners - 5% Foster Youth - 5% Socio-economically Disadvantaged - 5%
Each year there will be a 5% increase of students completing a CTE course towards a CTE pathway	Completed CTE Coursework Rate All Students - No level English Learners - No Level Foster Youth - No Level Socio-economically Disadvantaged - No Level	Completed CTE Coursework Rate All Students - 5% English Learners - 5% Foster Youth - 5% Socio-economically Disadvantaged - 5%
By 2024-2025 the school will have full implementation of MTSS with a focus on interventions for all student needs. (academic, social emotional, behavioral)	Currently we are setting goals for Tier I intervention	Tier 1 implementation based on goals for Behavior, Academics and Socio-emotional learning by end of 2023/24
English Learner Reclassification Rate - There will be a minimum of 2 percentage points growth annually in the number of English learner students being reclassified as Fluent English Proficient (FEP) based on ELPAC performance and meeting additional reclassification criterion.	English Learner Reclassification Rate - 2022/23 0% of students were reclassified	By the end of 2023/24 We will have a minimum of 2% reclassification rate.

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)

English Learners

**Strategy/Activity**

Engage English Learners in relevant English Language Development curriculum

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies C&CS SPED materials SAVVAS
10,332	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 0.12 FTE Gina Bills Homeless Prog - Education Liaison
6,326	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits 0.12 FTE Gina Bills Homeless Prog - Education Liaison
9,471	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 0.11 FTE - Gina Bills FYS - Education Liaison
5,807	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits 0.11 FTE - Gina Bills FYS - Education Liaison
1,801	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Homeless Prog -Director, Youth Services 0.01 FTE - Alejandra Chamberlain
1,044	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Homeless Prog -Director, Youth Services 0.01 FTE - Alejandra Chamberlain
9,004	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries

	FYS - Director, Youth Services 0.05 FTE - Alejandra Chamberlain
5,221	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits FYS - Director, Youth Services 0.05 FTE - Alejandra Chamberlain
65,000	CSI 5800: Professional/Consulting Services And Operating Expenditures Pathways to College

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Employ additional classified staff to provide instructional support in the classroom

### 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)
351,598	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 6.5 (FTE) Instructional Assistants Salaries
317,344	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits 6.5 (FTE) Instructional Assistants Benefits
5000	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Teachers Extra Hours
1287	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Teachers Benefits
12,000	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Special Education Extra Contracting Services
65,200	CSI 5800: Professional/Consulting Services And Operating Expenditures

	Stem 4 Real Leena Bakshmi
56,100.00	CSI 5800: Professional/Consulting Services And Operating Expenditures UC Berkeley Scope of Work Building Units
13,671	CSI 4000-4999: Books And Supplies Extra Supplies for students as necessary
26,983	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Licenses as technology

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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.

Golden Gate has completed 2 out of 2 strategies as identified in the 2022/23 SPSA, Training on English 3D for English Language Development was purchased and materials completed, and additional taff were hired for the classroom.

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

As of last year, no changes were necessary to achieve goal as a result of this analysis.

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.

Teachers were identified to provide ELD instruction, and all classrooms and independent study classrooms have assigned aide or behavioral support aide.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social-Emotional Health

## LEA/LCAP Goal

By June 2026, fully implement a tiered integrated social-emotional program to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

## Goal 3

By Fall 2024, achieve full implementation of a tiered integrated social-emotional program. This program is designed to support the well-being of all students and staff by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

## Identified Need

Improve Students' Socio-Emotional Health as measured by the California Healthy Kids Survey in various indicators: "Caring Relationships", Improve "Student Meaningful Participation" Additionally, foster a positive perception of School Safety by addressing experiences of harassment or bullying as measured by the California Healthy Kids Survey. Furthermore, work on improving staff perception regarding harassment and bullying among students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the "Caring Relationships" score as reported on the Students' California Healthy Kids Survey.	68% of students reported having a caring adult in the school based on the Healthy Kids Survey	73% of students report having a caring adult in the school based on the Healthy Kids Survey
Improve the "High expectations-Adults in Schools" score as reported on the Students' California Healthy Kids Survey.	78% of students reported adults having high expectations of them	83% of students report adults having high expectations of them
Improve the "Student Meaningful Participation" score as reported on the Students' California Healthy Kids Survey.	29% of students reported being meaningfully involved in school	34% of students report being meaningfully involved in school
Improve perception regarding School Safety as measured on the California Healthy Kids Survey's "Experienced any harassment or bullying" question.	19% reported experiencing harassment or bullying.	No more than 14% report experiencing harassment or bullying.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the staff's perception of harassment, bullying among students.	9% of staff perceive bullying as a moderate/severe problem	No more than 5% of staff perceive bullying as a moderate/severe problem

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 4

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Continue employing Student Info System Specialist for the purpose of supporting learning and socio-emotional data for students, in order to support data analysis and lesson planning.

### 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)
11,104	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Contract for COPE Counseling and Family Services
41,834	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Student Info System Specialist Salary
22,875	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Student Info System Specialist Benefits
5,569	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries FYS - Supervisor, Youth Services 0.05 FTE - VELARDE-ELLIS, Esperanza
3,935	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits FYS - Supervisor, Youth Services 0.05 FTE - VELARDE-ELLIS, Esperanza
8,000	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Miscellaneous Travel Fees for Conferences

64,810.00	CSI 5800: Professional/Consulting Services And Operating Expenditures Empathy in Action Restorative Practices
25,000	CSI 5000-5999: Services And Other Operating Expenditures Incentives for PBIS/MTSS Support of positive behavior and attendance
30,000	Title IV 5000-5999: Services And Other Operating Expenditures Incentive and Community Building Washington DC Trip

## 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.

68% of students reported having a caring adult in the school based on the Healthy Kids Survey, 29% of students reported being meaningfully involved in school, and 19% reported experiencing harassment or bullying.

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

Increased need for mental health support, and data tracking.

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.

Improve Students' Socio-Emotional Health - indicators will be measured by the California Healthy Kids Survey in various indicators: Elevate the "Caring Relationships" score. Enhance the "High Expectations-Adults in Schools" score. Improve the "Student Meaningful Participation" score. Additionally, foster a positive perception of School Safety by addressing experiences of harassment or bullying as measured by the California Healthy Kids Survey. Furthermore, work on improving staff perception regarding harassment and bullying among students. Increase meaningful engagement and caring relationships by 5% reduce students who have been bullied by 5%, and staff perception.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent, Family and Community Engagement

## LEA/LCAP Goal

Engage parents/guardians, families and community partners through education, communication, and collaboration to promote student success.

## Goal 4

Involve parents/guardians, families, and community partners through education, communication, and collaboration to foster student success.

## Identified Need

To enhance the overall school environment and parent engagement, there is a need to make Parents feel more welcome to participating at this school as measured in the indicator on the Cal-SCHLS survey.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the "Parents feel welcome to participate at this school" indicator on the Cal-SCHLS survey.	53% of parents agree or strongly agree that the school promotes parent involvement	58% of parents agree or strongly agree that the school promotes parent involvement
Parent Engagement Opportunities - Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night.	2022/23 There were monthly principal chats	At least four parent engagement activities beyond Back to School Night

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Have regular Parent Meetings and encourage parent participation

### 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)

4000

Source(s)

Title I Part A: Parent Involvement  
5000-5999: Services And Other Operating Expenditures  
Incentives for promotion of CalHKS, Grammarly, Translation Services

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Contract with PIQE to support parent involvement

### 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)

10,000

Source(s)

Title I Part A: Parent Involvement  
5800: Professional/Consulting Services And Operating Expenditures  
PIQE Contract

## 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.

Golden Gate completed 0 of the 0 strategies identified in the 2022/23 SPSA.

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

This is a new 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.

Parents will be encouraged to participate in Principal Chats, and HKS will be promoted at Principal Chats.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$289,781
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,437,003.00

## 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 (\$)
CSI	\$289,781.00
Title I Part A: Disadvantaged Students	\$1,092,118.00
Title I Part A: Parent Involvement	\$25,104.00
Title IV	\$30,000.00

Subtotal of additional federal funds included for this school: \$1,437,003.00

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: \$1,437,003.00

# 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
CSI	289,781.00
Title I Part A: Disadvantaged Students	1,092,118.00
Title I Part A: Parent Involvement	25,104.00
Title IV	30,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,569.00
2000-2999: Classified Personnel Salaries	545,357.00
3000-3999: Employee Benefits	452,204.00
4000-4999: Books And Supplies	42,654.00
5000-5999: Services And Other Operating Expenditures	79,000.00
5800: Professional/Consulting Services And Operating Expenditures	307,219.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CSI	13,671.00
5000-5999: Services And Other Operating Expenditures	CSI	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI	251,110.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	10,569.00



2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	545,357.00
3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	452,204.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	28,983.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	35,005.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	21,104.00
5000-5999: Services And Other Operating Expenditures	Title IV	30,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	244,687.00
Goal 2	965,189.00
Goal 3	213,127.00
Goal 4	14,000.00

# School Site Council Membership

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

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

Name of Members	Role
Ricky Mendoza	Principal
Gretchen Bruns	Classroom Teacher
Shanelle Threats	Other School Staff
Marissa Frias	Parent or Community Member
Juan Avalos	Secondary Student
Srikka Wirrki	Parent or Community Member

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**

Other: Golden Gate Charter Advisory Board

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 12/14/2024.

Attested:



Principal, Ricky Mendoza on 1/12/2024

SSC Chairperson, Gretchen Bruns on 1/12/2024

# 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 process.

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto: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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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