

School Year: **2021-22**



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
Glendale Senior High School	19645681933530	October 5, 2021	December 14, 2021

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
Additional Targeted Support and Improvement

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

Glendale High is continuing to improve instruction by focusing on the research of John Hattie (Visible Learning) and Richard Dufour (Professional Learning Communities) to improve student learning across the curriculum through clear learning targets and a well informed staff up to date on current educational practice. Glendale High is also focusing on meeting the social emotional needs of our students by continuing our work with Restorative Justice and Positive Behavior Intervention Systems.

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).

In spring of 2021 GHS surveyed the parents of English Learners. Parents felt that understanding the GUSD criteria for reclassification from English Learner to English Proficient was an area of concern, therefore needing more information about the subject of reclassification. EL parents felt that GHS faculty and staff do a good job of academically supporting EL students. Parent responses also showed that their children are making significant progress in English Language development each year.

Glendale High surveys the student body twice a year through the company Panorama. Student Engagement is the area of needed growth indicated by the survey data. Only 36% of students indicate that they feel connected to the school and this percentage has remained static for several years.

Classroom Observations

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

Glendale High School Administrators participate in both formal and informal observations of all GHS teachers. All content areas are assigned to the four APs and they make a point of observing all the teachers in the departments assigned to them at least once per quarter. Teachers in the evaluation cycle are observed with more frequency.

Peer Observations and classroom walkthrough by members of content area PLCs are resuming this year.

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)

Glendale High uses CAASPP, ELPAC, NWEA MAP Growth Reading Diagnostic Assessment, District Benchmarks, classroom assessment results and common assessments developed using the PLC protocols to plan for needs of students and improve instruction. Data and student work is reviewed at least twice a semester by content area PLCs. Review of student work is used as the foundation for discussion within the PLC to implement instructional improvement and identify areas of needed focus.

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

Glendale High teachers use both common formative, summative, and curriculum embedded assessments to monitor and ensure students attain proficiency. Based on the student work evaluated within the PLC groups, members share resources, modify instructions, observe successful lessons and make changes to improve student learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Glendale High teachers meet the requirements of the ESEA "highly qualified" provision and it is monitored by Glendale Unified School District Human Resources department.

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

Teachers have attended the two days' mandatory District 1193 Professional development training. Teachers attend professional development conferences during the school year within their content areas.

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

Glendale High's Professional Development is currently geared towards implementing the Professional Learning Communities model (PLC) and the Positive Behavior Intervention and Support (PBIS) model. All staff development opportunities strive to keep learning objectives and instructional strategies focused on student achievement.

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

Glendale High provides ongoing instructional assistance and support for all teachers through the GHS Instructional Leadership Team and the expertise of individual content area department chairs. Additionally GHS contracts with PLC Coach Chris Weber to facilitate expanding the Content area PLCs at GHS. GHS also sends staff to conferences to stay current with of most current educational practices. GHS is also focused in continuing to support the implementation of integrated ELD strategies in content area classrooms. Teachers have opportunities to collaborate with ELD teachers, attend district PD as well as conferences and seminars with an EL focus to improve EL student achievement.

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

Glendale High teachers collaborate several times per month at Department meetings, collaboration meetings, and SB1193 professional development training days. GHS has created content area teams in English, ELD, History, Math, and Science that meet several times throughout the year to implement professional learning community protocols to create common formative assessment and analyze student work to improve teaching and learning. Grade Level Collab: Department chairs all participate in district curriculum study committees where they collaborate with their peers at other high schools and bring back information to the department members.

Teaching and Learning

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

Glendale High staff follows the GUSD state-approved curriculum implementation at all core disciplines and grade levels.

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

Glendale High follows the California Department of Education's mandatory required instructional minutes for all subjects and classes. In 2021-22 GHS has transitioned to a 7 period Block schedule. The school day now starts at 8:30 am and the 1st and 2nd period include an additional 15 minutes of Advisory for school announcements, PBIS lessons and Social Emotional Learning. In 2021-22 GHS has transitioned to a 7 period block schedule. The new 7 period schedule provides all students with greater access to a broader variety of classes and interests. This adjustment to the schedule has been particularly beneficial to EL and Special Education students by creating room in the schedule for class in addition to ELD or Resource Labs.

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

Glendale High has created pacing guides as approved by the District curriculum study committees (CSC) for math, science, history, English and ELD. Intervention courses are provided both during the school year and during summer school for all identified students who require additional instructional support.

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

All Glendale High students have access to State and District approved textbooks as mandated by the California Williams Act for ELD, English, Math, Science and History.

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

Glendale High students are enrolled in Common Core State Standards core courses that fulfill the State and GUSD graduation requirements. All students have access to textbooks and other appropriate instructional materials in each of their core classes - ELD, English, Math, Science and History.

Opportunity and Equal Educational Access

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

Glendale High students meet regularly with their academic counselors to follow individualized four year learning plans. Counselors regularly contact parents to update them on their student's progress on the four year plan and to discuss intervention strategies that will improve student achievement. Additionally parents have 24/7 access to their student's information regarding grades, attendance and assignments through the GUSD Parent Portal. GHS provides free online tutoring to all enrolled students for homework support. GHS Staff members hold office hours and are available to assist students through email communication. Teachers support the continued learning of all students by utilizing current technology to make lessons and curriculum available through Google classroom as well as other platforms.

Evidence-based educational practices to raise student achievement

Glendale High staff participates in professional development on a monthly basis with an emphasis on Common Core implementation, research-based educational practices, and utilizing formative assessments to raise student achievement. Professional development is now focused on the implementation of PLC protocols in all core content classes. In 2021-22 GHS will continue to add course teams and provide professional development and coaching to allow more teachers to use PLC protocols to develop common formative assessments, analyze student work, and inform teaching and learning. Glendale High content teachers are committed to using graphic organizers, sentence frames, common formative assessments and standards based grading to provide high quality learning opportunities for all students. GHS recognizes a need to "restart" our PLC work due to the year of distance learning.

Parental Engagement

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

Glendale High offers online tutoring 24/7 for all students. GUSD has also started a peer-to-peer tutoring program called "Super Tutors" which places trained student tutors into classrooms. Many GHS teachers have taken advantage of this program and have super tutors in their classes to assist students. Teachers are available at snack, lunch, and after school for additional support. GHS has implemented a mental health service program to meet the needs of students with social emotional issues that are interfering with academic success who do not qualify for services through an IEP or 504 plan. In addition, GUSD provides programs open for all in the community through the Student Wellness Department at the District.

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)

Glendale High's parents participate in the PTSA, SSC, and ELAC. The GHS SSC includes parents, teachers, students and staff who work with the school to review all compliance issues and to develop, implement and evaluate the effectiveness of all Categorical programs provided at Glendale High. The English Language Advisory Committee also makes specific suggestions that are incorporated into the SPSA to improve ELL instructional services.

Funding

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

GHS uses categorical funding to provide the following services:

English learners receive support from six bilingual educational assistants who are assigned to both ELD and content area classrooms targeting novice, emerging, and expanding learning.

The Equity, Access, and Family Engagement office is staffed with a full time specialist and clerk who support student learning by providing classroom materials, professional development, family engagement activities, teacher coaching, and other services.

Students are supported by an additional administrator (.5) focused on EL services and Equity, Access and Family Engagement.

GHS is providing a .2 Restorative Justice coach to address the student need to feel connected and engaged with the school

Funding also provides free online tutoring to all students 24/7.

Fiscal support (EPC)

All categorical funding is used for direct instructional support in the form of personnel and materials in order to close the achievement gap.

Stakeholder 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

The School Plan for Student Achievement is reviewed quarterly by the GHS School Site Council. The SSC Chairperson, Principal and Teacher Specialist have met throughout the year to evaluate and make changes to the plan based on the most current data and information. Recommendations for changes to plan language or funding allocations are sent to the School site council in advance of each meeting. GHS also presents the SPSA to the ELAC for feedback and suggestions and takes into account the identified areas of concern collected from EL parents in survey conducted throughout the year. The School Plan also reflects the recommendations and suggestions of the visiting committee from the Western Association of Schools and Colleges (WASC).

Resource Inequities

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

The inequity GHS struggles with is the inability to effectively communicate with all families. Currently we have no Armenian speaking staff in the Counseling/Equity, Access and Family Engagement Center and no Spanish speakers on the Administrative team. Due to the pandemic and other circumstances, a number of the bilingual clerical staff members have transferred, retired, or resigned.

GHS is fortunate in having adequate fiscal resources and a staff that is open to change to meet the needs of students, however we would benefit greatly if we could improve our translation services to ensure all families are receiving important information in a timely manner.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.23%	0.09%	0.1%	5	2	1
African American	0.97%	1.51%	1.2%	21	32	24
Asian	2.71%	2.32%	2.3%	59	49	48
Filipino	10.67%	10.02%	8.3%	232	212	172
Hispanic/Latino	33.76%	33.38%	33.6%	734	706	695
Pacific Islander	%	0.09%	0.1%		2	2
White	50.46%	51.25%	53.1%	1,097	1,084	1,099
Multiple/No Response	%	0%	1.3%		28	27
	Total Enrollment			2,174	2,115	2,068

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	536	524	491
Grade 10	533	536	524
Grade 11	558	539	532
Grade 12	547	516	521
Total Enrollment	2,174	2,115	2,068

Conclusions based on this data:

1. Student enrollment has continued to drop which has had a negative impact on staffing and class size. Glendale High recognizes the need to do more work with our feeder Middle Schools to encourage parents to send their students to Glendale High rather than other alternative high schools. This year a group of students have decided to participate in independent study rather than return to in person instruction. This has had a major impact on the total enrollment of the school. It is possible the enrollment will increase in 2022-23 once there is a larger return to in person instruction.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	404	463	442	18.6%	21.9%	21.4%
Fluent English Proficient (FEP)	1,118	1,018	989	51.4%	48.1%	47.8%
Reclassified Fluent English Proficient (RFEP)	1	0	68	0.3%	0.0%	14.7%

Conclusions based on this data:

1. EL numbers have been holding steady at 21-22% of the total school population over the last 3 years. The current population in 2021-2022 is 22%. GHS continues to see a slow but steady enrollment of EL students new to the country throughout the year.
2. Based on 2020/2021 CAASPP Data prepared by the GUSD Office of Assessment, GHS ELA CAASPP scores increased by 41%, meeting the achievement goal set in the 20/21 SPSA.
3. In 20/21 GUSD introduced the NWEA MAP Growth Reading Assessment for all students. At this time we only have the baseline data to evaluate, however once the assessment has been administered multiple times we will have a measurement for 9, 10, and 12 grade achievement which will allow us to create specific learning targets for these grade levels. According to district data the addition of the MAP Growth Reading criteria has allowed GHS to increase the number of students meeting the criteria for reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	566	521	506	535	497	381	535	497	371	94.5	95.4	75.3
All Grades	566	521	506	535	497	381	535	497	371	94.5	95.4	75.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2584.	2575.	2583.	20.19	21.33	21.29	36.07	28.97	30.73	19.63	22.54	22.64	24.11	27.16	25.34
All Grades	N/A	N/A	N/A	20.19	21.33	21.29	36.07	28.97	30.73	19.63	22.54	22.64	24.11	27.16	25.34

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24.72	25.15	25.07	51.12	42.66	54.99	24.16	32.19	19.94
All Grades	24.72	25.15	25.07	51.12	42.66	54.99	24.16	32.19	19.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	34.08	31.79	24.15	40.82	42.05	49.43	25.09	26.16	26.42
All Grades	34.08	31.79	24.15	40.82	42.05	49.43	25.09	26.16	26.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.98	17.10	12.15	62.17	60.97	78.53	19.85	21.93	9.32
All Grades	17.98	17.10	12.15	62.17	60.97	78.53	19.85	21.93	9.32

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.96	25.35	26.90	47.94	48.09	61.96	22.10	26.56	11.14
All Grades	29.96	25.35	26.90	47.94	48.09	61.96	22.10	26.56	11.14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Based on 2020/2021 CAASPP Data prepared by the GUSD Office of Assessment, GHS ELA CAASPP scores increased by 4%, meeting the achievement goal set in the 20/21 SPSA.
- GHS has also reviewed data provided by the CAASPP Interim assessments to evaluate student progress.

In 20/21 GUSD introduced the NWEA MAP Growth Reading Assessment for all students. At this time we only have the baseline data to evaluate, however once the assessment has been administered multiple times we will have a measurement for 9, 10, and 12 grade achievement in addition to the 11th grade data provided by CAASPP, which will allow us to create specific learning targets for these grade levels.
- According to district provided 2021 ELPAC and CAASPP data, over 50% of EL students scored a “2” or better on the 2021 CAASPP in ELA.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	566	521	506	538	508	371	538	508	354	95.1	97.5	73.3
All Grades	566	521	506	538	508	371	538	508	354	95.1	97.5	73.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2570.	2558.	2582.	12.08	14.37	14.69	22.30	16.73	18.93	25.84	23.43	28.81	39.78	45.47	37.57
All Grades	N/A	N/A	N/A	12.08	14.37	14.69	22.30	16.73	18.93	25.84	23.43	28.81	39.78	45.47	37.57

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.09	22.05	22.22	27.70	24.61	46.72	47.21	53.35	31.05
All Grades	25.09	22.05	22.22	27.70	24.61	46.72	47.21	53.35	31.05

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	14.13	16.14	15.52	43.87	40.94	59.48	42.01	42.91	25.00
All Grades	14.13	16.14	15.52	43.87	40.94	59.48	42.01	42.91	25.00

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.66	17.72	14.69	56.13	49.61	64.41	26.21	32.68	20.90
All Grades	17.66	17.72	14.69	56.13	49.61	64.41	26.21	32.68	20.90

2019-20 Data:

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Conclusions based on this data:

1. According to the 20/21 data generated by the district office GHS nearly met the growth goal of 3% in 2021 with a 2% increase in achievement
2. GHS will need to use data from CAASPP interim assessment and department generated CFAs to asses the progress of all students in mathematics.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1543.4	1553.1	1533.0	1525.3	1541.0	1516.2	1561.1	1564.8	1549.4	99	97	97
10	1545.2	1559.3	1574.7	1524.2	1546.1	1579.4	1565.7	1572.0	1569.5	93	117	123
11	1562.5	1574.8	1543.7	1547.3	1575.1	1532.3	1577.1	1574.1	1554.5	90	99	91
12	1589.3	1603.3	1568.1	1585.4	1605.1	1554.0	1592.7	1601.1	1581.8	74	83	80
All Grades										356	396	391

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	32.32	20.62	17.78	22.22	36.08	30.00	22.22	24.74	25.56	23.23	18.56	26.67	99	97	90
10	27.96	25.64	34.19	29.03	31.62	26.50	21.51	27.35	26.50	21.51	15.38	12.82	93	117	117
11	36.67	35.35	21.95	34.44	26.26	32.93	12.22	17.17	23.17	16.67	21.21	21.95	90	99	82
12	43.24	43.37	25.71	33.78	31.33	34.29	14.86	15.66	22.86	*	9.64	17.14	74	83	70
All Grades	34.55	30.56	25.63	29.49	31.31	30.36	17.98	21.72	24.79	17.98	16.41	19.22	356	396	359

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	38.38	35.05	26.67	23.23	23.71	31.11	21.21	18.56	16.67	17.17	22.68	25.56	99	97	90
10	40.86	29.91	48.72	19.35	32.48	23.08	24.73	20.51	17.95	15.05	17.09	10.26	93	117	117
11	52.22	39.39	36.59	24.44	25.25	34.15	*	18.18	10.98	14.44	17.17	18.29	90	99	82
12	59.46	50.60	34.29	29.73	31.33	35.71	*	8.43	15.71	*	9.64	14.29	74	83	70
All Grades	46.91	37.88	37.60	23.88	28.28	30.08	15.45	16.92	15.60	13.76	16.92	16.71	356	396	359

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	19.19	8.25	14.44	31.31	32.99	20.00	15.15	38.14	33.33	34.34	20.62	32.22	99	97	90
10	20.43	17.09	19.66	32.26	29.06	32.48	18.28	33.33	25.64	29.03	20.51	22.22	93	117	117
11	22.22	18.18	9.76	28.89	29.29	28.05	30.00	30.30	34.15	18.89	22.22	28.05	90	99	82
12	20.27	16.87	12.86	39.19	39.76	32.86	27.03	30.12	31.43	*	13.25	22.86	74	83	70
All Grades	20.51	15.15	14.76	32.58	32.32	28.41	22.19	33.08	30.64	24.72	19.44	26.18	356	396	359

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	40.40	9.28	9.09	43.43	72.16	63.64	16.16	18.56	27.27	99	97	88
10	39.78	12.82	19.13	40.86	75.21	62.61	19.35	11.97	18.26	93	117	115
11	46.67	11.11	7.50	44.44	64.65	66.25	*	24.24	26.25	90	99	80
12	47.30	13.25	7.81	41.89	74.70	68.75	*	12.05	23.44	74	83	64
All Grades	43.26	11.62	11.82	42.70	71.72	64.84	14.04	16.67	23.34	356	396	347

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	44.44	58.76	50.00	35.35	18.56	26.67	20.20	22.68	23.33	99	97	90
10	40.86	57.26	67.52	43.01	21.37	20.51	16.13	21.37	11.97	93	117	117
11	60.00	67.68	60.76	24.44	19.19	22.78	15.56	13.13	16.46	90	99	79
12	72.97	79.52	55.56	22.97	9.64	28.57	*	10.84	15.87	74	83	63
All Grades	53.37	64.90	59.31	32.02	17.68	24.07	14.61	17.42	16.62	356	396	349

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	23.23	17.53	16.85	38.38	59.79	41.57	38.38	22.68	41.57	99	97	89
10	27.96	30.77	31.30	37.63	47.01	40.87	34.41	22.22	27.83	93	117	115
11	24.44	19.19	12.35	45.56	59.60	55.56	30.00	21.21	32.10	90	99	81
12	22.97	28.92	19.12	52.70	54.22	52.94	24.32	16.87	27.94	74	83	68
All Grades	24.72	24.24	20.96	42.98	54.80	46.74	32.30	20.96	32.29	356	396	353

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	29.29	5.15	6.90	49.49	77.32	71.26	21.21	17.53	21.84	99	97	87
10	24.73	11.11	3.45	58.06	75.21	86.21	17.20	13.68	10.34	93	117	116
11	42.22	16.16	28.75	43.33	64.65	47.50	14.44	19.19	23.75	90	99	80
12	39.19	15.66	23.19	58.11	72.29	69.57	*	12.05	7.25	74	83	69
All Grades	33.43	11.87	13.92	51.97	72.47	70.45	14.61	15.66	15.63	356	396	352

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 27 % scored a 4 down 4% from the 2019 administration and 30% scored a 3, down 1% from 2019. We note that the ELPAC was something administered remotely in 2021 which may have caused additional difficulties for some students.
- According to district provided 2021 ELPAC and CAASPP data, over 50% of EL students scored a “2” or better on the 2021 CAASPP in ELA.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2068	67.9	21.4	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	442	21.4
Foster Youth	8	0.4
Homeless	151	7.3
Socioeconomically Disadvantaged	1404	67.9
Students with Disabilities	226	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	1.2
American Indian or Alaska Native	1	0.0
Asian	48	2.3
Filipino	172	8.3
Hispanic	695	33.6
Two or More Races	27	1.3
Native Hawaiian or Pacific Islander	2	0.1
White	1099	53.1

Conclusions based on this data:

1. Based on District generated data, Socio-Economically Disadvantaged families continue to make up 70% of the school population.

2. The most current enrollment numbers for English learners show that they comprise over 20% of Glendale High's total student population






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Orange	Suspension Rate  Orange
Mathematics  Orange		
College/Career  Orange		

Conclusions based on this data:

1. Based on the reported 2019 dashboard information as of 2 years ago, GHS was in the Orange range in all areas. However, GHS received additional data for 2019-20 and 2020-2021 from the district office.
2. In examining the district generated facsimile of the CA Dashboard, the District Pulse, it shows that in 2020 the Suspension rate was at Green with 4.9%. The graduation rate was in the blue range at 98.1% while college and career stayed in the orange range at 45%. Based on the District Pulse numbers in 2021 the suspension rate declined to .2% placing the school in the blue range. Graduation increased to 90.14% placing it into the Blue range as well, however college and career saw a significant decline of 28.3% placing it into the Red.
3. Based on the District Pulse data GHS needs to place more focus on preparing students for college and career. It is possible that this post-graduation data was adversely affected by the pandemic and uncertainty around college and career opportunities for the Fall of 2021.

School and Student Performance Data

Academic Performance English Language Arts

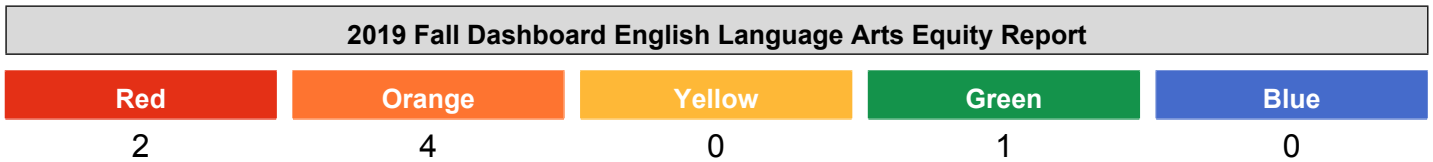
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.9 points below standard Declined -6.4 points</p> <p>489</p>	<p>English Learners</p> <p>Orange</p> <p>77.3 points below standard Increased ++13.4 points</p> <p>116</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Red</p> <p>70.1 points below standard Declined Significantly -33 points</p> <p>31</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>23.6 points below standard Maintained -2.2 points</p> <p>373</p>	<p>Students with Disabilities</p> <p>Red</p> <p>129.1 points below standard Declined Significantly -40.7 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 77.9 points above standard Declined -6.9 points 19	 Green 53.5 points above standard Increased ++4.5 points 69
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.5 points below standard Maintained ++0.3 points 153	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Orange 31.6 points below standard Declined -12.3 points 237

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.6 points below standard Increased Significantly ++19.8 points 82	40.4 points below standard Increased ++14.8 points 34	30.9 points above standard Declined Significantly -16.5 points 142

Conclusions based on this data:

- Based on the 2019 CA Dashboard Data, GHS students overall are performing in the Orange band. Within the student groups we note that homeless students and students with disabilities are performing in the Red band, while English Learners, Socio-Economically disadvantaged, Hispanic, and White students continue to perform in the orange band. As a Title I school with 70% of our total school population considered “Socio Economically disadvantaged,” there is a great deal of overlap within the 4 student groups in the Orange band.
- We also note that EL and RFEP students show an increase in proficiency in the 2019 data, while EO students appear to be declining. We do not have access to more current data on whether this trend is continuing however, based on this data ELA performance will continue to be an area of focus.

School and Student Performance Data

Academic Performance Mathematics

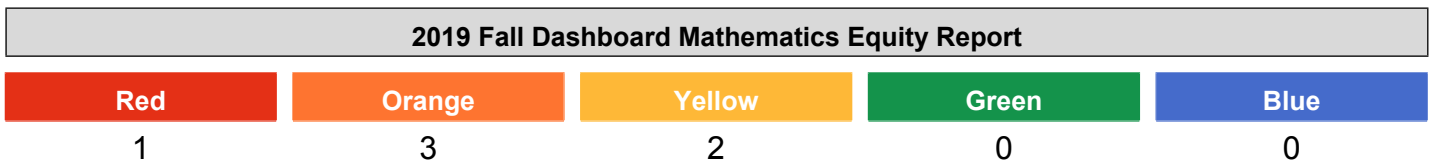
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 66 points below standard Declined -13.5 points 491	<p>English Learners</p> Yellow 114.3 points below standard Increased ++11.1 points 118	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 96.8 points below standard Increased ++6.9 points 31	<p>Socioeconomically Disadvantaged</p> Orange 84.4 points below standard Declined -11.3 points 375	<p>Students with Disabilities</p> Red 206.4 points below standard Declined Significantly -38 points 49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 88.7 points above standard Increased Significantly ++30.9 points 19	 Yellow 15.3 points below standard Declined Significantly -31.2 points 69
Hispanic	Two or More Races	Pacific Islander	White
 Orange 92.6 points below standard Declined -12.2 points 153	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 Orange 78.5 points below standard Declined Significantly -15.7 points 239

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.6 points below standard Increased ++5.6 points 84	93.9 points below standard Increased Significantly ++26.8 points 34	39.9 points below standard Declined Significantly -34.3 points 142

Conclusions based on this data:

- The 2019 CA dashboard data shows that the overall student population to be in the Orange band. Based on the District Pulse data from 2021, this continues to be the case. In 2019, only one student group, students with disabilities, was performing in the Red band. Socio Economically disadvantaged, Hispanic, and White student groups were performing at the orange level and two groups, English Learners and Filipino students were performing at the yellow level. In 2019 no student groups were performing in the green or blue levels. In reviewing the 2021 numbers from the District Pulse, the student groups all stayed the same except for English Learners which declined to the orange band. It is certainly possible that the current stasis in student progress may be related to the pandemic in 2020/21.
- We observe here the same trend in the 2019 data that student proficiency among EL and RFEP students is increasing while it is declining with their EO counterparts. It is possible that EO students would benefit from scaffolding and strategies used to support EL and RFEP students.
- Based on this data mathematics will continue to be an instructional focus.

School and Student Performance Data

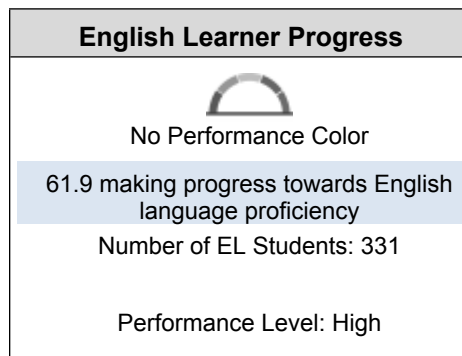
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
16.3	21.7	18.7	43.2

Conclusions based on this data:

- Based on district pulse generated data we observe that more than 57% of students scored a 3 or better on the ELPAC, of that group 24.6% have met the ELPAC criteria for reclassification. 50% of EL 11th graders scored a 2 or higher on the 2021 CAASPP
- We also observe a decline in the overall number of students receiving 3s and 4s on the exam in 2021. It should be noted that the 2020 ELPAC administration was incomplete and that approximately 25% of EL students did not have the opportunity to complete the exam because of school closures.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1. Prior to 2021, while GHS College to Career was in the orange band, the percentage of students who were college or career ready and had post graduate plans was relatively constant. In reviewing the district generated data, it showed a decline in this area into the red band. GHS counselors question the accuracy of the district data based on the post graduate survey data collected which showed no significant change in the percentage of graduating seniors meeting college requirements, choosing college and career pathways and developing post graduate plans. GHS is examining the data further to determine where the discrepancy occurred.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

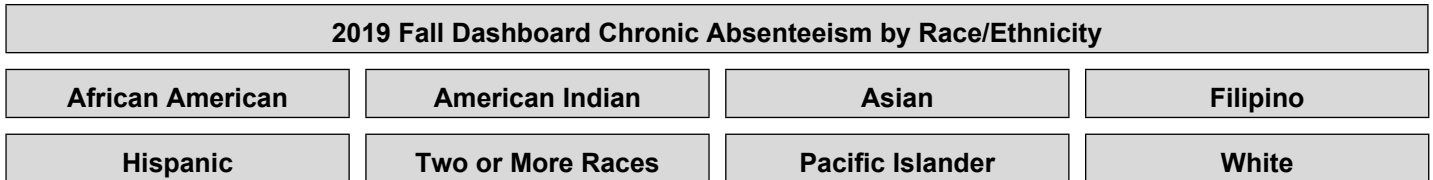
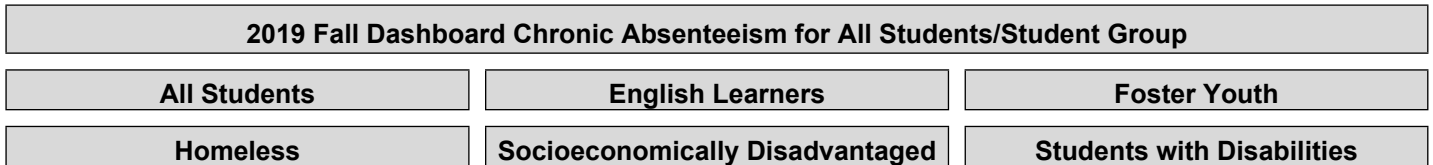
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. According to the District Pulse data, Chronic Absenteeism is at 3.4% in the green band. The two student groups that are an area of concern are the African American Group with a 16.7% absentee rate which places them in the Red band and Hispanic students with a 5.4% rate which places them in the yellow band. All other student groups are in either the green or blue band.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	527	471	2	89.4
English Learners	116	97	0	83.6
Foster Youth				
Homeless	61	49	1	80.3
Socioeconomically Disadvantaged	431	386	2	89.6
Students with Disabilities	61	37	2	60.7
African American	9		0	
American Indian or Alaska Native	1		0	
Asian	9		0	
Filipino	50	48	0	96
Hispanic	160	144	1	90
Native Hawaiian or Pacific Islander				
White	291	254	1	87.3
Two or More Races	7		0	

Conclusions based on this data:

1. In 2019 the overall graduation numbers are in the orange band. However Students with Disabilities and Hispanic students were in the green band and Filipino students were in the blue. English Loaners, Homeless Youth, and Socio Economically disadvantaged students were in the orange band, however the area of concern is the decline of the white student group into the red band.
2. In 2020 and 2021 according to district data there is a complete reversal of this trend. In 2020 all students and student groups increased to the blue band. In 2021 the levels were much of the same with the notable exception of the African American student group declining into the orange band.
3. The greatest concern is the dropping enrollment. While the percentages in 2020 and 2021 have remained relatively constant, GHS only graduated 464 students in 2021 compared to 568 in 2019. Recruiting and retaining members of the student body needs to become an area of focus.

School and Student Performance Data

Conditions & Climate Suspension Rate

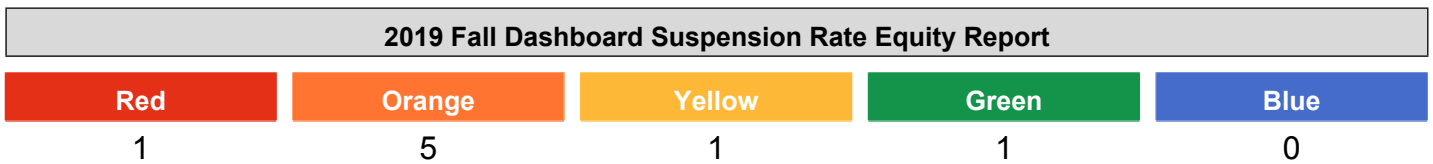
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.1</p> <p>Increased +1</p> <p>2294</p>	<p>English Learners</p> <p>Yellow</p> <p>8.1</p> <p>Declined -0.4</p> <p>457</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>5</p>
<p>Homeless</p> <p>Green</p> <p>5</p> <p>Declined Significantly -6.2</p> <p>202</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.8</p> <p>Increased +0.7</p> <p>1755</p>	<p>Students with Disabilities</p> <p>Red</p> <p>10.2</p> <p>Maintained 0</p> <p>256</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">20</div> Increased +20 25	 No Performance Color Less than 11 Students - Data 5	 Orange <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">6.5</div> Increased +1 62	 Orange <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">1.7</div> Increased +0.9 240
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">6.5</div> Increased +1.2 773	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">3.8</div> Increased +3.8 26	<div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;"> </div>	 Orange <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">6.5</div> Maintained +0.2 1163

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.1	6.1

Conclusions based on this data:

1. In 2019 the overall suspension rates for GHS was in the orange band however since then the rates declined and moved the school into the green band in 2020 and then into the blue band in 2021. According to the district data it should be noted that the 2020-21 school year was conducted online and many of the behaviors that result in suspension did not occur because the students were not physically on campus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goals

1. Maximize Student Achievement

- * Close the digital and equity gap
- * Provide effective instruction to accelerate academic achievement for all students
- * Provide students access to evidence-based interventions and supports
- * Prepare students to be college, career, and life ready upon graduation
- * Provide teachers with training and tools for effective instruction

2. Foster a Positive Culture of Learning

- * Support the social, emotional, behavioral, and physical needs of all students
- * Engage students in a safe and positive school community
- * Engage families and the community to support student learning

3. Ensure the Health and Safety of Students and Employees

- * Provide health and wellness services to all students
- * Maintain clean, safe, and secure learning environment for all

GHS Goal 1 addresses all three LCAP goals with a particular emphasis on LCAP Goal 1 Maximize student achievement.

Goal 1

GHS will increase the number of students demonstrating mastery of the CA ELA & Math standard by 5% as measured by the CAASPP (California Assessment of Student Progress and Performance), NWEA Map Growth Reading Assessment and site generated common formative assessments.

Identified Need

GHS has identified that the following student groups, English Learners, Homeless, Hispanic, Socio Economically Disadvantaged and Students with Disabilities have historically underperformed on the CAASPP. GHS will focus on these and all student groups through targeted interventions in and out of class, research based best practices and strengthening core instruction. GHS students will demonstrate mastery of the CA standards consistently on state, district, and site assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Mathematics Assessment	ELA: Students at standard rose by 4% (54% at or above standard) Math: Students at standard rose by 2% (34% at or above standard)	ELA: 57% or greater students at or above standard. Math 37% or greater students at or above standards.

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

To ensure equitable access for all students to guaranteed viable curriculum in math and ELA teachers will be given release time to work in professional learning communities to evaluate students work and improve instruction based on student need, and develop CFAs, and curriculum.

In order to ensure that students are being assessed and evaluated using the most up to date, research based, practices in grading, teachers will be given release time to attend conferences, to meet with colleagues, and to re-evaluate grading practices to develop standards based grading criteria.

To assist students in demonstrating mastery of CA state standards in math and ELA teachers will be given release time to review, evaluate, and discuss data from state, district, and site assessments to identify areas of student need and improve and differentiate instruction for all students.

To meet the needs of EL students in Math and ELA classes, teachers will be given release time to develop common scaffold and support strategies to facilitate student learning.

To meet the specific requirements of Long Term English Learners (LTEL), GHS will provide release time to ELD and English teachers to develop appropriate curriculum by examining data and student work to determine the areas of need for LTEL students.

In order for students to experience real world applications of curriculum, teachers will be given resources to plan and chaperone field trips for student enrichment.

In order to ensure students are receiving the most up to date research based instruction, GHS will return the services of Professional Development trainers and coaches for on site teacher training.

Additionally teachers will be given release time to attend conferences and workshops so that students will learn from teachers who are current with the latest research and best instructional practices.

To specifically address the instructional needs of EL students throughout the school day, GHS will provide targeted professional development on Integrated ELD Strategies by offering on site training and release time to participate in integrated ELD Professional Development.

In order to guarantee that students are learning from teachers with access to current research and strategies, GHS will purchase memberships to organizations that support the needs of all 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)

22343.00

Source(s)

Title I

	1000-1999: Certificated Personnel Salaries Teachers, Hourly/Daily
2483.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers, Hourly/Daily
4793.00	Title I 3000-3999: Employee Benefits Benefits - Teacher, Hourly/Daily
533.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Teachers, Hourly/Daily
9000.00	Title I 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
1500.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
1931.00	Title I 3000-3999: Employee Benefits Teacher Benefits, Substitutes
415.00	Supplemental Programs 3000-3999: Employee Benefits Teacher Benefits, Substitutes
3000.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Transportation
27000.00	Title I 5000-5999: Services And Other Operating Expenditures Personal Services
0.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Personal Services
0.00	Title I 5000-5999: Services And Other Operating Expenditures Non-PSA Service Agreement
0.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Non-PSA Service Agreement
10000.00	Title I

	5000-5999: Services And Other Operating Expenditures Travel and Conferences
2500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Travel and Conferences
0.00	Title I 5000-5999: Services And Other Operating Expenditures Dues and Memberships
500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Dues and Memberships

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

Glendale will provide intervention and enrichment programs for ALL students in English Language Arts, English Language Development and Mathematics. Additionally GHS will provide extended learning opportunities and support for ALL students

In order to meet the needs of all students and their families GHS maintains an Equity Access and Family Engagement Office staffed by a full time Teacher Specialist and Clerk II.

In order to provide students with added supervision, discipline, intervention and enrichment GHS will fund .5 of an Assistant Principal position to oversee the Equity, Access and Family Engagement Office with a focus on the needs of EL learners, homeless foster youth and "At Promise" students.

To meet the need of EL students in mainstream content classes, EAFE will provide targeted support by retaining the services of six bilingual assistants (3 Armenian, 3 Spanish). These assistants will be assigned to classrooms with the highest need to support student learning.

To insure equitable access to academic support outside school hours, GHS students will all have access to free online tutoring provided by Princeton Review.

In order to meet all the graduation requirement needs of students, GHS will provide intervention programs in the summer to improve student achievement and provide opportunities for credit recovery.

In order to meet the Social Emotional Learning (SEL) needs of GHS students, the school will fund .4 of a full-time school psychologist.

To meet the needs of all students in ELA, ELD, and Mathematics, the school will provide extra hourly daily for teachers to develop curriculum to meet the ongoing needs of students. Additionally, the school will fund after school tutoring sessions for students.

To further support EL students during tutoring and intervention, GHS will provide extra hourly/daily to the bilingual assistants to support tutoring sessions before and after school as well as summer school classes.

In order to provide services to students and their families during summer school and summer break, GHS will fund hourly/daily for the site Teacher Specialist and EAFE Clerk II to open the Equity Access and Family Engagement office to meet students needs in a timely fashion.

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)
12982.00	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries, Full Time - Teacher Specialist
12982.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teacher Salaries, Full Time - Teacher Specialist
6173.00	Title I 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
6174.00	Supplemental Programs 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
16591.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries School Site Management Salaries, Full Time - Assistant Principal
6174.00	Supplemental Programs 3000-3999: Employee Benefits School Site Management Benefits - Assistant Principal
6772.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office Salaries, Full Time - Clerk II
6206.00	Supplemental Programs 3000-3999: Employee Benefits Clerical and Office Benefits, Full Time - Clerk II

59091.00	Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salaries, Full Time - Education Assistant II
50124.00	Title I 3000-3999: Employee Benefits Instructional Aide Benefits, Full Time - Education Assistant II
4486.00	Title I 1000-1999: Certificated Personnel Salaries Psychologists Salaries, Full Time
2050.00	Title I 3000-3999: Employee Benefits Psychologists Benefits, Full Time
2468.00	Title I 2000-2999: Classified Personnel Salaries Instructional Aides, Hourly/Daily
1200.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Instructional Aides, Hourly/Daily
831.00	Title I 3000-3999: Employee Benefits Benefits - Instructional Aides, Hourly Daily
404.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Instructional Aides, Hourly Daily
1000.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office, Hourly/Daily
336.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Clerical and Office, Hourly/Daily

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

the GHS Equity Access and Family Engagement Office (EAFE) will provide physical and technical support to facilitate optimal teaching and learning environments for ALL students in ELA and Mathematics classrooms. EAFE will provide classroom supplies to differentiate instruction and support universal lesson design for all learners.

To ensure students are learning in classrooms that are equipped with the most up to date educational technology and equipment GHS will purchase both audio/visual and non-audio/visual

equipment for use in the classrooms, offices and student centers. Items for students and staff include but are not limited to: chromebooks, carts, smart TVs, iPads, ELMOs, LCD Projectors, speakers, monitors, printers, science equipment, manipulatives and other classroom aids.

In order to provide adequate materials and copies for student use in the classroom, GHS will fund maintenance contracts for copiers purchased through GHS Categorical funding.

To offer equitable access to educational software to support student learning, GHS will purchase software, electronic educational subscriptions and site licenses for student use in classrooms and at home, as well as intervention and enrichment programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
35000.00	Title I 4000-4999: Books And Supplies A/V Non-Cap Equipment Untagged
12500.00	Supplemental Programs 4000-4999: Books And Supplies A/V Non-Cap Equipment Untagged
35000.00	Title I 4000-4999: Books And Supplies A/V Non-Cap Equipment Tagged
8789.00	Supplemental Programs 4000-4999: Books And Supplies A/V Non-Cap Equipment Tagged
2500.00	Title I 4000-4999: Books And Supplies Non-Cap Equipment Untagged
5000.00	Supplemental Programs 4000-4999: Books And Supplies Non-Cap Equipment Untagged
2500.00	Title I 4000-4999: Books And Supplies Non-Cap Equipment Tagged
2500.00	Supplemental Programs 4000-4999: Books And Supplies Non-Cap Equipment Tagged
31374.00	Title I 4000-4999: Books And Supplies Instructional Software/Licences
4545.00	Supplemental Programs

4000-4999: Books And Supplies
Instructional Software/Licences

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

In order to insure equitable access to supplemental materials to support core instruction, GHS will purchase books periodicals and other consumables for student use in the classroom and in intervention and enrichment programs.

In order to provide an ideal learning environment across the campus and to insure students have access to appropriate materials and supplies for learning, GHS will purchase instructional materials and supplies such as easels and easel pads, printer/copier paper, lamination and poster making materials, writing supplies, construction paper, as well as other office and organizational supplies.

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)

22341.00

Source(s)

Title I
4000-4999: Books And Supplies
Instructional Materials and Supplies

2516.00

Supplemental Programs
4000-4999: Books And Supplies
Instructional Materials and Supplies

1529.00

Title I
4000-4999: Books And Supplies
Books Other than Textbooks

750.00

Supplemental Programs
4000-4999: Books And Supplies
Books Other than Textbooks

3732.00

Title I
4000-4999: Books And Supplies
Instructional Magazines and Periodicals

0.00

Supplemental Programs
4000-4999: Books And Supplies
Instructional Magazines and Periodicals

3000.00

Title I
4000-4999: Books And Supplies
Office and Other Supplies

1500.00

Supplemental Programs
4000-4999: Books And Supplies
Office and Other Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To support college and career opportunities for students and student emotional well being, GHS will purchase non instructional software, for use by Administration, EAFE, Counseling and other student centers of the GHS campus.

To ensure student awareness of GHS policies and important information, GHS will allocate funding for printing pamphlets, signs, posters, cards and other materials.

To engage students and families in Parent and Family engagement activities, GHS will provide basic refreshments at school sponsored in person events

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)

2993.00

Title I
5000-5999: Services And Other Operating
Expenditures
Non-Instructional Software/Licenses

1500.00

Supplemental Programs
5000-5999: Services And Other Operating
Expenditures
Non-Instructional Software/Licenses

500.00

Title I
4000-4999: Books And Supplies
Printing and Reproduction

0.00

Supplemental Programs
4000-4999: Books And Supplies
Printing and Reproduction

0.00

Title I
4000-4999: Books And Supplies
Refreshment

500.00

Supplemental Programs
4000-4999: Books And Supplies
Refreshment

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Based on the data we have collected the availability of instructional software programs to support has had a positive effect on student learning. Students have also benefited from adjustments made to lessons and curriculum as a result of teacher collaboration and the development of GVC and common assessments in course level PLCs. We have also found that supporting the development of common formative assessments and standard based grading has had a positive on students understanding of learning goals and standards requirements.

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

In 2020-21 GHS had to significantly scale back PLC work and professional development. We were unable to provide planned in person interventions as effectively as we had hoped given the restrictions caused by the pandemic. Upon a return to in-person instruction GHS is recommitting to using the PLC model to analyze student work and make adjustments to curriculum in real time to improve over all student achievement. GHS is committed to providing quality intervention and enrichment opportunities to ALL students.

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.

GHS intends to continue professional development around integrated ELD instruction to improve performance of ELL students in grade level ELA classes. GHS plans to devote an entire learning goal to English Learner achievement in the 2022-23 SPSA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goals

1. Maximize Student Achievement

- * Close the digital and equity gap
- * Provide effective instruction to accelerate academic achievement for all students
- * Provide students access to evidence-based interventions and supports
- * Prepare students to be college, career, and life ready upon graduation
- * Provide teachers with training and tools for effective instruction

2. Foster a Positive Culture of Learning

- * Support the social, emotional, behavioral, and physical needs of all students
- * Engage students in a safe and positive school community
- * Engage families and the community to support student learning

3. Ensure the Health and Safety of Students and Employees

- * Provide health and wellness services to all students
- * Maintain clean, safe, and secure learning environment for all

GHS Goal 2 addresses all three LCAP goals with a particular emphasis on LCAP Goal 1 and 2

Goal 2

Objective: Increase overall student engagement and improve behavior through the implementation of Positive Behavior Intervention Systems (PBIS), and Restorative Justice Practices as measured by the Panorama Student Survey and California Healthy Kids Survey. Increase student engagement and learning through the implementation of Professional Learning Communities (PLCs) to improve overall instruction and student achievement.

Identified Need

Based on the results of standardized test scores grades and other measurements of learning, Glendale High has identified the need to improve the instructional relationship between teachers and students as well as between teachers. The implementation of a Guaranteed Viable Curriculum through the use of PLC protocols addresses the need to create achievable learning targets for all students. Additionally, in reviewing the results of the district Panorama survey conducted in 2021-22 there is a concern that students do not feel connected to school or or have a sense of belonging. The adoption of Positive Behavior Intervention Systems and Restorative Justice directly addresses this student need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Detention, ATS and Suspension	In 2018-19 There were 95 detentions, 154 ATS and 94 suspensions	Overall Detention, ATS and Suspension rates will decrease by 5%
GHS PLC Teams	PLC teams for English 9, English 10, English 11,	The number of teachers participating in the PLC process and implementing

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Biology, World History, US History and EL (25 teachers)	GVS and Learning Targets will increase by 5%
Panorama Survey	In the Fall of 2021 student response on the Panorama Survey indicated that only 36% of the school population experience a "Sense of Belonging" and only 23% of students feel connected to an adult at school.	The number of students indicating a sense of belonging will increase by 5%. The number of students who feel connected to an adult at school will increase by 5%
Appointments for the Olivia MaCaulay Restorative Practice Center	In 2020-21 The Restorative Justice Coach sent out weekly activities for Distance Learning circles as well as SEL curriculum. With a return to in person instruction classes are encouraged to use the RJ Center	The number of classroom teachers using the Olivia MaCaulay Restorative Practice Center will increase by 5%

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

In order to create equitable achievable learning targets for all students in all subject areas, teachers will be provided with release time and extra hourly/daily to:

- Work with PLC experts and coaches to create guaranteed viable curriculum and common formative assessments in their content areas.
- Meet in PLCs to collect, share and discuss the results of common formative assessments and student work and make informed decisions to adjust curriculum and instruction and identify professional develop needs as well as areas of student need.
- Attend PLC conferences
- Participate in walkthroughs and peer observation as part of PLC protocols to observe best practices and peers.

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)
7448.00	Title I 1000-1999: Certificated Personnel Salaries Teachers, Hourly/Daily
828.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers. Hourly/Daily
1598.00	Title I 3000-3999: Employee Benefits Benefits - Teachers, Hourly/Daily
177.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Teachers, Hourly/Daily
4500.00	Title I 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
750.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
965.00	Title I 3000-3999: Employee Benefits Teachers Benefits, Substitutes
208.00	Supplemental Programs 3000-3999: Employee Benefits Teachers Benefits, Substitutes
10000.00	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences
2500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Travel and Conferences

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

In order to facilitate student learning through the use of PLCs to evaluate and adjust content curriculum GHS will retain the services of PLC trainers/coaches to facilitate implementation of PLCs school wide.

In order to guarantee that students are learning from teachers with access to current research and strategies, GHS will purchase memberships to organizations that support the needs of all 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)
12000.00	Title I 5000-5999: Services And Other Operating Expenditures Personal Services
0.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Personal Services
2500.00	Title I 5000-5999: Services And Other Operating Expenditures Non-PSA
0.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Non-PSA
0.00	Title I 5000-5999: Services And Other Operating Expenditures Dues and Memberships
250.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Dues and Memberships

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to meet the Social Emotional Learning needs of all students, GHS will provide release time and extra/hourly daily for teachers to develop behavior guidelines for their classrooms and create strategies and lesson plans using PBIS and RJ methodologies.

In order to offer students an alternate to traditional discipline to resolve conflicts and to promote student connectedness, GHS will fund a .2 Restorative Justice coach to meet with students, train and assist teachers and oversee the Olivia Macaulay Restorative Practices Center.

In order to ensure student safety on campus, GHS will provide hourly/daily to staff to develop a more effective supervision plan. At GHS per the WASC recommendation 1, from 2019.

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)
7448.00	Title I 1000-1999: Certificated Personnel Salaries Teachers, Hourly Daily
828.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers, Hourly Daily
1598.00	Title I 3000-3999: Employee Benefits Benefits - Teachers, Hourly Daily
177.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Teachers, Hourly Daily
4500.00	Title I 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
750.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
966.00	Title I 3000-3999: Employee Benefits Teachers Benefits, Substitutes
208.00	Supplemental Programs 3000-3999: Employee Benefits Teachers Benefits, Substitutes
20332.00	Title I 1000-1999: Certificated Personnel Salaries Teachers Salaries, Full Time
7674.00	Title I 3000-3999: Employee Benefits Teachers Benefits, Full Time

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

To support the emotional well being of students and effective implementation of SEL curriculum, GHS will fund a .4 school psychologist to facilitate mental services on campus.

In order to provide students with appropriate SEL curriculum, GHS will retain the services of PBIS and RJ coaches and trainers to assist with implementation of behavior management systems school wide.

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)
8972.00	Title I 1000-1999: Certificated Personnel Salaries Psychologists Salaries, Full Time
4100.00	Title I 3000-3999: Employee Benefits Psychologists Benefits, Full Time
6000.00	Title I 5000-5999: Services And Other Operating Expenditures Personal Services
0.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Personal Services
2500.00	Title I 5000-5999: Services And Other Operating Expenditures Non-PSA
0.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Non-PSA

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to meet the Social Emotional Learning needs of all students, GHS will provide release time and extra/hourly daily for teachers to participate in RJ & PBIS professional development, both on site, at district, and at conferences and workshops.

In order to guarantee that students are learning from teachers with access to current research and strategies, GHS will purchase memberships to organizations that support the needs of all 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)
10000.00	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences
2500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Travel and Conferences
0.00	Title I 5000-5999: Services And Other Operating Expenditures Dues and Memberships
250.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Dues and Memberships

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to meet the needs of all students and their families GHS maintains an Equity Access and Family Engagement Office staffed by a full time Teacher Specialist and Clerk II.

In order to provide students with added supervision, discipline, intervention and enrichment GHS will fund .5 of an Assistant Principal position to oversee the Equity, Access and Family Engagement Office with a focus on the needs of EL learners, homeless foster youth and “At Promise” students.

In order to provide services to students and their families during summer school and summer break, GHS will fund hourly/daily for the site Teacher Specialist and EAFE Clerk II to open the Equity Access and Family Engagement office during the the summer recess to meet student needs in a timely fashion.

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)
12984.00	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries, Full Time - Teacher Specialist
12984.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teacher Salaries, Full Time - Teacher Specialist
6173.00	Title I 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
6174.00	Supplemental Programs 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
16591.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries School Site Management Salaries, Full Time - Assistant Principal
6174.00	Supplemental Programs 3000-3999: Employee Benefits School Site Management Benefits, Full Time - Assistant Principal
6772.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office Salaries, Full Time - Clerk II
6206.00	Supplemental Programs 3000-3999: Employee Benefits Clerical and Office Benefits, Full Time - Clerk II
1000.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office, Hourly/Daily
337.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Clerical and Office, Hourly Daily

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to further support student learning through the use of research based strategies for student improvement, GHS will purchase books, magazines, periodicals and consumables for use in professional development on the implementation of PLCs, PBIS and Restorative Justice.

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)
1528.00	Title I 4000-4999: Books And Supplies Books Other than Textbooks
500.00	Supplemental Programs 4000-4999: Books And Supplies Books Other than Textbooks
5585.00	Title I 4000-4999: Books And Supplies Instructional Materials and Supplies
629.00	Supplemental Programs 4000-4999: Books And Supplies Instructional Materials and Supplies
0.00	Title I 4000-4999: Books And Supplies Instructional Materials and Supplies
0.00	Supplemental Programs 4000-4999: Books And Supplies Instructional Materials and Supplies
10458.00	Title I 4000-4999: Books And Supplies Instructional Software and Licences
1515.00	Supplemental Programs 4000-4999: Books And Supplies Instructional Software and Licences
2000.00	Title I 4000-4999: Books And Supplies Office and Other Supplies
1000.00	Supplemental Programs 4000-4999: Books And Supplies Office and Other Supplies

Strategy/Activity 8
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To ensure student awareness of PBIS and Restorative Justice at GHS, GHS will allocate funding for printing pamphlets, signs, posters, cards and other materials.

In order to support Positive Behavior Intervention Systems school wide, GHS will purchase non-instructional software to facilitate a positive rewards system for all students.

In order for students to develop a greater understanding of their post graduation opportunities, GHS will fund field trips to colleges, universities and local business to expose students to a wider range of possibilities.

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)
500.00	Title I 4000-4999: Books And Supplies Printing and Reproduction
0.00	Supplemental Programs 4000-4999: Books And Supplies Printing and Reproduction
0.00	Title I 4000-4999: Books And Supplies Refreshments
500.00	Supplemental Programs 4000-4999: Books And Supplies Refreshments
2000.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Transportation
2993.00	Title I 5000-5999: Services And Other Operating Expenditures Non-Instructional Software/License

Annual Review

SPSA Year Reviewed: 2020-21

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.

GHS has dedicated an entire classroom for Restorative Justice Circles which is available to all students and teachers. Teachers have used the facility and RJ coach to resolve discipline issues without having to involve the administration. EL, 9th grade and 10th grade English will be entering their fifth year of PLC implementation, World History, Biology and English 10 will be starting their fourth year and English 11 and US History will continue the work that they began in 2019/20. Members of the EL PLC have committed to three strategies to be used consistently across science history and ELA for English Learners. GHS introduced the "Nitro Way" as a common code of behavior and created an incentive program to encourage students to conduct themselves with the behavior outlined in the code. The GHS Math department will be creating PLCs for all three of the Integrated Math levels.

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

GHS had hoped to be further along in the development of common assessments with regards to PLC work, while we budgeted for more days with the PLC and EL coaches we retained, the lack of availability for substitutes and release time meant the teams were unable to meet as often as we had planned. GHS recognizes the need to recommit to our PLC work after the work that was put on hold due to the school closures and pandemic. The "RED" tickets for the Nitro Way were not really distributed with consistency to students and students lost interest in the reward system. We will be purchasing a PBIS rewards system to replace the RED tickets. This system will be available for all adults on campus to give positive rewards to students at any time.

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.

GHS will continue to move forward with the implementation plan and adjust as the needs arise. On the whole we believe that both PLCs and PBIS and Restorative Justice are moving forward at a sustainable pace and that there is enough buy in from staff and students to continue the work.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goals

1. Maximize Student Achievement

- * Close the digital and equity gap
- * Provide effective instruction to accelerate academic achievement for all students
- * Provide students access to evidence-based interventions and supports
- * Prepare students to be college, career, and life ready upon graduation
- * Provide teachers with training and tools for effective instruction

2. Foster a Positive Culture of Learning

- * Support the social, emotional, behavioral, and physical needs of all students
- * Engage students in a safe and positive school community
- * Engage families and the community to support student learning

3. Ensure the Health and Safety of Students and Employees

- * Provide health and wellness services to all students
- * Maintain clean, safe, and secure learning environment for all

GHS Goal 3 addresses all three LCAP goals with a particular emphasis on LCAP Goal 1 Maximize student achievement.

Goal 3

GHS will increase the number of students meeting the A-G requirements for college by graduation by 5%. GHS will increase the number of students applying to college by 5%

Identified Need

GHS has discovered a discrepancy between the number of students meeting the A - G requirements and the number of students who then apply to four year colleges. We also note that the number of English Learners and students in Special Education who meet the A - G requirements continues to be significantly less than the overall General population. Student panels and surveys have indicated a need for adults at GHS to rethink the messaging regarding the choice to attend a 4 year vs a 2 year college.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of all students meeting graduation requirements as measured by the CA Dashboard (at this time there is no updated Dashboard data for 2020-21)	In 2020-21 90.78% of the students participated in graduation, however we do not have the college and career readiness data from the CA-Dashboard	The percentage of all students meeting graduation requirements will increase by 5%
The percentage of Students with Disabilities meeting graduation requirements as measured by the CA Dashboard	In 2018-19 74.2% of Students with Disabilities participated in graduation and 4.5% were considered "college and career ready" by the CA Dashboard.	The percentage of Students with Disabilities meeting graduation requirements will increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	We will continue to use the 2019 dashboard data as the base line until the state releases updated information.	
The percentage of English Learners meeting A-G requirements as measured by the CA Dashboard	In 2018-19, 72.4% of English Learners participated in graduation and 19% were considered "college and career ready" by the CA Dashboard. We will continue to use the 2019 dashboard data as the base line until the state releases updated information.	The percentage of English Learners meeting A-G requirements will increase by 5%

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

To ensure equitable access for all students to guaranteed viable curriculum in all content area and A-G courses, teachers will be given release time to work in professional learning communities to evaluate students work and improve instruction based on student need, and develop CFAs, and curriculum.

In order to ensure that students are being assessed and evaluated using the most up to date, research based, practices in grading, teachers will be given release time to attend conferences, to meet with colleagues, and to re-evaluate grading practices to develop standards based grading criteria.

To assist students in demonstrating mastery of CA state standards in all subjects, teachers will be given release time to review, evaluate, and discuss data from state, district, and site assessments to identify areas of student need and improve and differentiate instruction for all students.

To meet the needs of EL students in ALL classes, teachers will be given release time to develop common scaffold and support strategies to facilitate student learning.

In order for students to experience real world applications of curriculum, teachers will be given resources to plan and chaperone field trips for student enrichment.

In order to ensure students are receiving the most up to date research based instruction, GHS will return the services of Professional Development trainers and coaches for on site teacher training.

Additionally teachers will be given release time to attend conferences and workshops so that students will learn from teachers who are current with the latest research and best instructional practices.

To specifically address the instructional needs of EL students throughout the school day, GHS will provide targeted professional development on Integrated ELD Strategies by offering on site training and release time to participate in integrated ELD Professional Development.

In order to guarantee that students are learning from teachers with access to current research and strategies, GHS will purchase memberships to organizations that support the needs of all 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)
29790.00	Title I 1000-1999: Certificated Personnel Salaries Teachers, Hourly/Daily
3310.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers, Hourly/Daily
6391.00	Title I 3000-3999: Employee Benefits Benefits - Teachers, Hourly/Daily
710.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Teachers, Hourly/Daily
9000.00	Title I 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
1500.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teacher Salaries, Substitutes
1930.00	Title I 3000-3999: Employee Benefits Teachers Benefits, Substitutes
415.00	Supplemental Programs 3000-3999: Employee Benefits Teachers benefits, Substitutes
5000.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Transportation

12496.00	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conferences
2500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Travel and Conferences
45000.00	Title I 5000-5999: Services And Other Operating Expenditures Personal Services
5000.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Personal Services
5000.00	Title I 5000-5999: Services And Other Operating Expenditures Non-PSA
0.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Non-PSA
0.00	Title I 5000-5999: Services And Other Operating Expenditures Dues and Memberships
500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Dues and Memberships

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

In order to meet the needs of all students and their families GHS maintains an Equity Access and Family Engagement Office staffed by a full time Teacher Specialist and Clerk II.

In order to provide students with added supervision, discipline, intervention and enrichment GHS will fund .5 of an Assistant Principal position to oversee the Equity, Access and Family Engagement Office with a focus on the needs of EL learners, homeless foster youth and "At Promise" students.

To meet the need of EL students in mainstream content classes, EAFE will provide targeted support by retaining the services of six bilingual assistants (3 Armenian, 3 Spanish). These assistants will be assigned to classrooms with the highest need to support student learning.

To insure equitable access to academic support outside school hours, GHS students will all have access to free online tutoring provided by Princeton Review.

In order to meet all the graduation requirement needs of students, GHS will provide intervention programs in the summer to improve student achievement and provide opportunities for credit recovery.

To meet the needs of all students, the school will provide extra hourly daily for teachers to develop curriculum to meet the ongoing needs of students. Additionally, the school will fund after school tutoring sessions for students.

To further support EL students during tutoring and intervention, GHS will provide extra hourly/daily to the bilingual assistants to support tutoring sessions before and after school as well as summer school classes.

In order to provide services to students and their families during summer school and summer break, GHS will fund hourly/daily for the site Teacher Specialist and EAFE Clerk II to open the Equity Access and Family Engagement office to meet students needs in a timely fashion.

In order to provide all students with the opportunity to participate in Advanced placement classes and exams, GHS will provide extra hourly/daily for AP teachers to facilitate enrichment activities, study sessions and additional exam preparation.

In order to provide GHS students with additional support for college and career readiness, GHS will provide hourly/daily for GHS counselors to hold a week long seminar for all student focused on college and career preparedness.

In order to provide rising 9th graders with the opportunity to participate in advance placement classes, GHS will provide hourly/daily for an instructor to offer Health in summer school for free to all enrolled AP students who need it.

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)

12983.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher Salaries, Full Time - Teacher Specialist

12983.00

Supplemental Programs
1000-1999: Certificated Personnel Salaries
Teacher Salaries, Full Time - Teacher Specialist

6173.00	Title I 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
6174.00	Supplemental Programs 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
16591.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries School Management Salaries, Full Time - Assistant Principal
6174.00	Supplemental Programs 3000-3999: Employee Benefits School Management Benefits, Full Time - Assistant Principal
6773.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office Salaries, Full Time - Clerk II
6207.00	Supplemental Programs 3000-3999: Employee Benefits Clerical and Office Benefits, Full Time - Clerk II
59090.00	Title I 2000-2999: Classified Personnel Salaries Instructional Aides Salaries, Full time - Education Assistant II
50125.00	Title I 3000-3999: Employee Benefits Instructional Aides Benefits, Full time - Education Assistant II
2468.00	Title I 2000-2999: Classified Personnel Salaries Instructional Aides, Hourly/Daily
1200.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Instructional Aides, Hourly/Daily
830.00	Title I 3000-3999: Employee Benefits Benefits - Instructional Aides, Hourly/Daily
404.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Instructional Aides, Hourly/Daily
1000.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office, Hourly/Daily
336.00	Supplemental Programs 3000-3999: Employee Benefits

	Benefits - Clerical and Office, Hourly/Daily
13840.00	Title I 1000-1999: Certificated Personnel Salaries Counselors Hourly/Daily
2970.00	Title I 3000-3999: Employee Benefits Benefits - Counselors Hourly/Daily

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The GHS Equity Access and Family Engagement Office (EAFE) will provide physical and technical support to facilitate optimal teaching and learning environments for ALL students in ALL classrooms. EAFE will provide classroom supplies to differentiate instruction and support universal lesson design for all learners.

To ensure students are learning in classrooms that are equipped with the most up to date educational technology and equipment GHS will purchase both audio/visual and non-audio/visual equipment for use in the classrooms, offices and student centers. Items for students and staff include but are not limited to: chromebooks, carts, smart TVs, iPads, ELMOs, LCD Projectors, speakers, monitors, printers, science equipment, manipulatives and other classroom aids.

In order to provide adequate materials and copies for student use in the classroom, GHS will fund maintenance contracts for copiers purchased through GHS Categorical funding.

In order to effectively communicate with students and their families, GHS will purchase a new copier for the Equity, Access, and Family Engagement office to facilitate mailings, produce materials to support EL services, and maintain records of categorical spending and inventory.

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)
35000.00	Title I 4000-4999: Books And Supplies A/V Non-CAP Equipment, Untagged
12500.00	Supplemental Programs 4000-4999: Books And Supplies A/V Non-CAP Equipment, Untagged
35000.00	Title I 4000-4999: Books And Supplies

	A/V Non-CAP Equipment, Tagged
8788.00	Supplemental Programs 4000-4999: Books And Supplies A/V Non-CAP Equipment, Tagged
2500.00	Title I 4000-4999: Books And Supplies Non-CAP Equipment, Untagged
5000.00	Supplemental Programs 4000-4999: Books And Supplies Non-CAP Equipment, Untagged
2500.00	Title I 4000-4999: Books And Supplies Non-CAP Equipment, Tagged
2500.00	Supplemental Programs 4000-4999: Books And Supplies Non-CAP Equipment, Tagged
7500.00	Title I 5000-5999: Services And Other Operating Expenditures Repairs/Service by Vendors
6000.00	Title I 6000-6999: Capital Outlay Equipment Tagged - Capitalized

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

In order to insure equitable access to supplemental materials to support core instruction, GHS will purchase books, periodicals and other consumables for student use in the classroom and in intervention and enrichment programs.

In order to provide an ideal learning environment across the campus and to insure students have access to appropriate materials and supplies for learning, GHS will purchase instructional materials and supplies such as easels and easel pads, printer/copier paper, lamination and poster making materials, writing supplies, construction paper, as well as other office and organizational supplies.

To offer equitable access to educational software to support student learning, GHS will purchase software, electronic educational subscriptions and site licenses for student use in classrooms and at home, as well as intervention and enrichment programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2039.00	Title I 4000-4999: Books And Supplies Books Other than Textbooks
750.00	Supplemental Programs 4000-4999: Books And Supplies Books Other than Textbooks
27927.00	Title I 4000-4999: Books And Supplies Instructional Materials and Supplies
3145.00	Supplemental Programs 4000-4999: Books And Supplies Instructional Materials and Supplies
3733.00	Title I 4000-4999: Books And Supplies Instructional Magazines and Periodicals
0.00	Supplemental Programs 4000-4999: Books And Supplies Instructional Magazines and Periodicals
3000.00	Title I 4000-4999: Books And Supplies Office and Other Supplies
1500.00	Supplemental Programs 4000-4999: Books And Supplies Office and Other Supplies
62749.00	Title I 4000-4999: Books And Supplies Instructional Software and Licenses
9089.00	Supplemental Programs 4000-4999: Books And Supplies Instructional Software and Licenses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To support college and career opportunities for students and student emotional well being, GHS will purchase non instructional software, for use by Administration, EAFE, Counseling and other student centers of the GHS campus.

To ensure student awareness of GHS policies and important information, GHS will allocate funding for printing pamphlets, signs, posters, cards and other materials.

To engage students and families in Parent and Family engagement activities, GHS will provide basic refreshments at school sponsored in person events

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)
2994.00	Title I 5000-5999: Services And Other Operating Expenditures Non-Instructional Software/Licenses
1500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Non-Instructional Software/Licenses
500.00	Title I 4000-4999: Books And Supplies Printing and Reproduction
0.00	Supplemental Programs 4000-4999: Books And Supplies Printing and Reproduction
0.00	Title I 4000-4999: Books And Supplies Refreshment
500.00	Supplemental Programs 4000-4999: Books And Supplies Refreshment

Annual Review

SPSA Year Reviewed: 2020-21

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.

GHS continues to use PLC strategies to review student work and analyze data to improve instruction for students in all subject areas.

GHS students have participated in site generated CFAs in the majority of their classes and course level PLCs have met quarterly to review student work and make instructional adjustments based on evidence of student learning. GHS hosts representatives from colleges on a regular basis to raise awareness of college choices. We continue to provide release time and offer extra hourly to teachers to work on implementation of best practices in the classroom with a focus on increasing the use of Integrated ELD strategies in content area classrooms.

The science department has implemented multiple integrated ELD strategies for EL students as well as providing scaffolding and support for all students. The Biology and Chemistry PLCs met during the summer of 2021 and throughout the school year to develop guaranteed viable curriculum focused on student learning in science.

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

During the current pandemic, many of the conferences our teachers attend have been cancelled or moved to an online platform. Additionally opportunities for teachers to meet together to collaborate has also been reduced. We continue to adapt our PD and resources to be effective through the distance learning model and hope to continue our PD in person in the future.

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

Since 2020-21 we have raised our goal for the number of students meeting A - G requirements from a 3% increase to 5%. We have added a college counselor to our counseling center to provide additional support for students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goals

1. Maximize Student Achievement

- * Close the digital and equity gap
- * Provide effective instruction to accelerate academic achievement for all students
- * Provide students access to evidence-based interventions and supports
- * Prepare students to be college, career, and life ready upon graduation
- * Provide teachers with training and tools for effective instruction

2. Foster a Positive Culture of Learning

- * Support the social, emotional, behavioral, and physical needs of all students
- * Engage students in a safe and positive school community
- * Engage families and the community to support student learning

3. Ensure the Health and Safety of Students and Employees

- * Provide health and wellness services to all students
- * Maintain clean, safe, and secure learning environment for all

GHS Goal 1 addresses all three LCAP goals with a particular emphasis on LCAP Goal 3 Increase Engagement

Goal 4

GHS will improve the communication and community outreach among all stakeholders (GUSD staff, parents, students, community etc.). GHS will increase family and student engagement by 5 % as measured by participation in school and district sponsored community and family events.

Identified Need

Parent engagement and involvement continues to be a focus at GHS. Based on the recommendation of the WASC committee and our own data we believe that parent engagement needs to continue to be a focus of the 2021-22

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at school and district sponsored events	In 2020-21 a larger percentage of parents participated in school events due to the transition to the Zoom platform. GHS intends to continue to offer parent meetings on a digital platform based on the anecdotal evidence that more parents attend virtual events than in-person events.	Parent attendance at school sponsored events will increase by 5% as measured by the collection of sign in sheets and attendance reports for online meetings
Positive parent-teacher and parent-administration interactions	In 2020-21 interactions were not effectively measured. Administration used	Positive parent-teacher and parent-administration interactions will be documented

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Blackboard, Twitter and the school website to update parents on positive school events, as well as considerations for distance learning	and will increase by 5% as measured by tracking positive calls home using Blackboard reports and the number of Glendale High "Good News" notes mailed home.

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

In order to meet the needs of all students and their families and provide multiple opportunities for family and student engagement, GHS maintains an Equity Access and Family Engagement Office staffed by a full time Teacher Specialist and Clerk II.

In order to provide students and families with added opportunities for interaction and services, GHS will fund .5 of an Assistant Principal position to oversee the Equity, Access and Family Engagement Office with a focus on the needs of EL learners, homeless foster youth and "At Promise" students and their families.

In order to meet the Social Emotional Learning (SEL) needs of GHS students and their families, the school will fund .4 of a full-time school psychologist.

In order to provide services to students and their families during summer school and summer break, GHS will fund hourly/daily for the site Teacher Specialist and EAFE Clerk II to open the Equity Access and Family Engagement office to meet students needs in a timely fashion.

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)
12982.00	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries, Full Time - Teacher Specialist
12982.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries

	Teacher Salaries, Full Time - Teacher Specialist
6173.00	Title I 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
6173.00	Supplemental Programs 3000-3999: Employee Benefits Teacher Benefits, Full Time - Teacher Specialist
8972.00	Title I 1000-1999: Certificated Personnel Salaries Psychologists Salaries, Full Time
4101.00	Title I 3000-3999: Employee Benefits Psychologists Benefits, Full Time
6773.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office Salaries, Full Time - Clerk II
6207.00	Supplemental Programs 3000-3999: Employee Benefits Clerical and Office Benefits, Full Time - Clerk II
16591.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries School Site Management Salaries, Full Time - Assistant Principal
6173.00	Supplemental Programs 3000-3999: Employee Benefits School Site Management Benefits, Full Time - Assistant Principal

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

To meet the need of EL students in mainstream content classes, EAFE will provide targeted support by retaining the services of six bilingual assistants (3 Armenian, 3 Spanish). These assistants will be available to offer assistance in parent conferences and to provide their assigned classroom teachers with translation assistance when communicating with families.

To further support EL families during school sponsored events, GHS will provide extra hourly/daily to clerical staff and bilingual assistants to provide assistance and translation as needed.

In order to offer parents access to the most current, researched based family engagement programs, GHS will fund dues and memberships to organizations that support Equity Access and Family Engagement.

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)
29545.00	Title I 2000-2999: Classified Personnel Salaries Instructional Aides Salary, Full Time - Educational Assistant II
25062.00	Title I 3000-3999: Employee Benefits Instructional Aides Benefits, Full Time - Educational Assistant II
1000.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Clerical and Office, Hourly/Daily
336.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Clerical and Office, Hourly/Daily
1234.00	Title I 2000-2999: Classified Personnel Salaries Instructional Aides, Hourly/Daily
600.00	Supplemental Programs 2000-2999: Classified Personnel Salaries Instructional Aides, Hourly/Daily
415.00	Title I 3000-3999: Employee Benefits Benefits - Instructional Aides, Hourly/Daily
202.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Instructional Aides, Hourly/Daily
500.00	Supplemental Programs 5000-5999: Services And Other Operating Expenditures Dues and Memberships

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to provide students with enrichment activities that benefit them and their families, teachers will be given release time and extra/hourly daily to develop and participate in family engagement activities throughout the school year.

To ensure student and family awareness of GHS policies and important information, GHS will allocate funding for printing pamphlets, signs, posters, cards and other materials.

To assist in creating Family Engagement curriculum for students and their families, GHS will purchase materials and supplies to support meetings, classes and other activities.

To support college and career opportunities for students and student emotional well being, GHS will purchase non instructional software, for use by Administration, EAFE, Counseling and other student centers of the GHS campus.

To engage students and families in Parent and Family engagement activities, GHS will provide basic refreshments at school sponsored in person events

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)
7447.00	Title I 1000-1999: Certificated Personnel Salaries Teachers, Hourly/Daily
828.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers, Hourly/Daily
1597.00	Title I 3000-3999: Employee Benefits Benefits - Teachers, Hourly/Daily
178.00	Supplemental Programs 3000-3999: Employee Benefits Benefits - Teachers, Hourly/Daily
3000.00	Title I 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
500.00	Supplemental Programs 1000-1999: Certificated Personnel Salaries Teachers Salaries, Substitutes
644.00	Title I 3000-3999: Employee Benefits Teachers Benefits, Substitutes
138.00	Supplemental Programs 3000-3999: Employee Benefits Teachers Benefits, Substitutes
500.00	Title I

	4000-4999: Books And Supplies Printing and Reproduction
0.00	Supplemental Programs 4000-4999: Books And Supplies Printing and Reproduction
2000.00	Title I 4000-4999: Books And Supplies Office and Other Supplies
1000.00	Supplemental Programs 4000-4999: Books And Supplies Office and Other Supplies
2993.00	Title I 5000-5999: Services And Other Operating Expenditures Non-Instructional Software/Licenses
500.00	Supplemental Programs 4000-4999: Books And Supplies Refreshments

Annual Review

SPSA Year Reviewed: 2020-21

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.

GHS has used a wide variety of platforms to reach parents and students from traditional mail, to email to twitter. Traditional strategies for reaching families have not proved as effective as hoped and the pandemic has also created some unusual challenges. Parent involvement continues to be low, and the need for additional activities continues to be an area of needed growth for the school. The addition of the Zoom platform for Parent events has increased parent participation.

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

GHS was still able to engage families through parent events redesigned for a Zoom platform. Even with a return to in person instruction, it is still not possible to meet with large groups of parents and as a result the majority of parent events, meetings and interactions continue to be held through a digital media.

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.

GHS plans to place a greater emphasis on family engagement and partner with the district EAFE office for additional guidance and suggestions. Moving forward, GHS will develop more specific

family engagement activities to encourage greater connectedness between students, their families and the school.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,428,664.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$1,065,256.00

Subtotal of additional federal funds included for this school: **\$1,065,256.00**

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 (\$)
Supplemental Programs	\$363,408.00

Subtotal of state or local funds included for this school: **\$363,408.00**

Total of federal, state, and/or local funds for this school: **\$1,428,664.00**

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,428,664.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supplemental Programs	363,408.00
Title I	1,065,256.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	344,581.00
2000-2999: Classified Personnel Salaries	187,986.00
3000-3999: Employee Benefits	275,117.00
4000-4999: Books And Supplies	423,011.00
5000-5999: Services And Other Operating Expenditures	191,969.00
6000-6999: Capital Outlay	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Programs	131,572.00
2000-2999: Classified Personnel Salaries	Supplemental Programs	34,090.00
3000-3999: Employee Benefits	Supplemental Programs	79,730.00
4000-4999: Books And Supplies	Supplemental Programs	88,016.00
5000-5999: Services And Other Operating Expenditures	Supplemental Programs	30,000.00
1000-1999: Certificated Personnel Salaries	Title I	213,009.00
2000-2999: Classified Personnel Salaries	Title I	153,896.00
3000-3999: Employee Benefits	Title I	195,387.00
4000-4999: Books And Supplies	Title I	334,995.00
5000-5999: Services And Other Operating Expenditures	Title I	161,969.00
6000-6999: Capital Outlay	Title I	6,000.00

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
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Dr. Benjamin Wolf	Principal
Ms. Mayra Gonzalez (Counselor)	Other School Staff
Mr. Chris O'Malley	Classroom Teacher
Mr. Chris Funaro	Classroom Teacher
Ms. Armene Mkrtyan	Classroom Teacher
Mr. Gregory Martin	Classroom Teacher
Ms. Taline Arsenian	Classroom Teacher
Ms. Anna Ovsipova	Parent or Community Member
Mr. Gilbert Aviles	Parent or Community Member
Mr. Ergueen Herrera	Parent or Community Member
Ms. Susan Jekarl	Parent or Community Member
Ms. Caitlin "C.J." Calica	Secondary Student
Ms. Lilly Armstrong	Secondary Student
Ms. Amanda Gholian	Secondary Student
Ms. Ananya Thota	Secondary Student
Mr. Albert Medina	Other School Staff

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
	Departmental Advisory Committee
	Other: WASC Self Study Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 5, 2021.

Attested:

	Principal, Ben Wolf on see attached minutes
<u>Ananya Thota 10/05/21</u>	SSC Chairperson, Ananya Thota on see attached minutes

GLENDALE UNIFIED SCHOOL DISTRICT
Equity, Access and Family Engagement
GLENDALE HIGH / 01000.0-SUPPLEMENTAL PROGRAM
2021 - 2022
BUDGET WORKSHEET

020000

RESOURCE NUMBER	ACCOUNT NUMBER	DESCRIPTION	2020 - 2021 EXPENDITURES	REVISED BUDGET	
				FTE	ALLOCATION
		ALLOCATION FOR SUPPLEMENTAL PROGRAM			263,189
		BASE ALLOCATION		=	\$263,189
		CARRY FORWARD FROM 2020 - 2021		+	\$75,539
		ONE TIME ALLOCATION		+	\$24,680
		TOTAL ALLOCATION 2021 - 2022		=	\$363,408
1000 CERTIFICATED SALARIES					
01000.0	1110	TEACHER SALARIES, FULL TIME	\$53,642.18	0.50000	\$51,931
01000.0	1130	TEACHERS, HOURLY/DAILY	\$4,850.58		\$8,277
01000.0	1160	TEACHERS SALARIES, SUBSTITUTES	\$0.00		\$5,000
01000	1311	SCH SITE MGMT SAL, FULL TIME	\$58,838.64	0.50000	\$66,364
		1000 TOTAL	\$117,331.40	1.00000	\$131,572
2000 CLASSIFIED SALARIES					
01000.0	2110	INSTR. AIDE. SAL, FULL TIME	\$0.00	0.00000	\$0
01000.0	2130	INSTR. AIDE SAL, HOURLY/DAILY	\$0.00		\$3,000
01000.0	2241	MAINT & OPERS SAL, OVERTIME	\$0.00		\$0
01000.0	2410	CLER & OFFICE SAL, FULL TIME	\$20,294.87	1.00000	\$27,090
01000.0	2430	CLER & OFFICE SAL, HOURLY/DAILY	\$3,974.74		\$4,000
01000.0	2930	OTHER CLASS SAL, HOURLY/DAILY	\$0.00		\$0
01000.0	2980	OTHER CLASS SAL, STUDENTS	\$0.00		\$0
		2000 TOTAL	\$24,269.61	1.00000	\$34,090
3000 EMPLOYEE BENEFITS					
01000.0	3111	STRS, CERTIFICATED (TEACHERS)	\$9,457.89		\$11,033
01000.0	3111	STRS, CERTIFICATED (SCHOOL SITE MANAGEME	\$9,502.44		\$11,229
01000.0	3211	PERS EMPLOYER CONTRIBUTIONS (TEACHERS)	\$0.00		\$0
01000.0	3212	PERS EMPLOYER CONTRIBUTION (INSTRUCTION	\$0.00		\$687
01000.0	3212	PERS EMPLOYER CONTRIBUTION (CLERICAL)	\$5,023.80		\$7,122
01000.0	3311	OASDI, CERTIFICATED (TEACHERS)	\$0.00		\$310
01000.0	3312	OASDI, CLASSIFIED (INSTRUCTIONAL AIDE)	\$71.18		\$186
01000.0	3312	OASDI, CLASSIFIED (CLERICAL)	\$1,504.54		\$1,928
01000.0	3331	MEDICARE, CERTIFICATED (TEACHERS)	\$820.55		\$946
01000.0	3331	MEDICARE, CERTIFICATED (SCHOOL SITE MANAC	\$853.73		\$962
01000.0	3332	MEDICARE, CLASSIFIED (INSTRUCTIONAL AIDE)	\$16.64		\$44
01000.0	3332	MEDICARE, CLASSIFIED (CLERICAL)	\$351.87		\$451
01000.0	3411	H & W, CERTIFICATED (TEACHERS)	\$13,220.00		\$13,555
01000.0	3411	H & W, OTHER CERTIFICATED (SCHOOL SITE MAN	\$10,557.90		\$10,460
01000.0	3412	H & W, CLASSIFIED (INSTRUCTIONAL AIDE)	\$0.00		\$0
01000.0	3412	H & W, OTHER CLASSIFIED (CLERICAL)	\$13,907.00		\$15,710
01000.0	3511	SUI, CERTIFICATED (TEACHERS)	\$59.22		\$33
01000.0	3511	SUI, CERTIFICATED (SCHOOL SITE MANAGEMENT	\$51.47		\$33
01000.0	3512	SUI, CLASSIFIED (INSTRUCTIONAL AIDE)	\$0.58		\$2
01000.0	3512	SUI, CLASSIFIED (CLERICAL)	\$12.13		\$16
01000.0	3611	W/C INSURANCE, CERTIFICATED (TEACHERS)	\$990.27		\$1,093
01000.0	3611	W/C INSURANCE, CERTIFICATED (SCHOOL SITE M	\$996.12		\$1,110
01000.0	3612	W/C INSURANCE, CLASSIFIED (INSTRUCTIONAL A	\$0.00		\$50
01000.0	3612	W/C INSURANCE, CLASSIFIED (CLERICAL)	\$410.87		\$521
01000.0	3711	RETIREE BENEFITS (TEACHERS)	\$793.73		\$885
01000.0	3711	RETIREE BENEFITS (SCHOOL SITE MANAGEMENT	\$798.46		\$901
01000.0	3712	RETIREE BENEFITS (INSTRUCTIONAL AIDE)	\$0.00		\$41
01000.0	3712	RETIREE BENEFITS (CLERICAL)	\$329.34		\$422
		3000 TOTAL	\$69,729.73		\$79,730
		PERSONNEL TOTAL:	\$211,330.74	2.00000	\$245,392
4000 - 7000 OTHER					
01000.0	4210	BOOKS OTHER THAN REFERENCE MATERIALS	\$0.00		\$2,000
01000.0	4310	INSTRUCTIONAL MATERIALS & SUPPLIES	\$7,037.50		\$6,290
01000.0	4312	INSTRUCTIONAL PERIODICALS & MAGAZINES	\$0.00		\$0
01000.0	4340	INSTRUCTIONAL SOFTWARE/LICENSES	\$5,149.00		\$15,149
01000.0	4350	OFFICE & OTHER SUPPLIES	\$0.00		\$5,000
01000.0	4351	PRINTING & REPRODUCTION	\$0.00		\$0
01000.0	4353	EDIBLE SUPPLIES	\$0.00		\$2,000
01000.0	4410	A/V NON-CAP EQUIPMENT UNTAGGED	\$0.00		\$25,000
01000.0	4420	NON-CAP EQUIPMENT-UNTAGGED	\$0.00		\$10,000
01000.0	4430	NON-CAP EQUIPMENT-TAGGED	\$0.00		\$5,000
01000.0	4440	A/V NON-CAP EQUIPMENT TAGGED	\$0.00		\$17,577
01000.0	5220	TRAVEL & CONFERENCES	\$0.00		\$10,000
01000.0	5310	DUES & MEMBERSHIPS	\$160.00		\$2,000
01000.0	5630	REPAIRS BY VENDORS AND NON-CAPITALIZED C	\$0.00		\$0
01000.0	5802	NON-INSTRUCTIONAL SOFTWARE/LICENSES	\$3,093.50		\$3,000
01000.0	5811	PERSONAL SERVICES	\$0.00		\$5,000
01000.0	5812	NON PSA	\$0.00		\$0
01000.0	5814	TRANSPORTATION	\$0.00		\$10,000
01000.0	5815	OPERATING SERVICES	\$0.00		\$0
		OTHER SUB-TOTAL:	\$15,440.00		\$118,016
		TOTAL ENCUMBERED:	\$226,770.74	2.00000	\$363,408
		TOTAL AVAILABLE:			(\$0)

GLENDALE UNIFIED SCHOOL DISTRICT
Equity, Access and Family Engagement
GLENDALE HIGH / 30100.0 TITLE I

0200000

2021 - 2022

BUDGET WORKSHEET

RESOURCE NUMBER	ACCOUNT NUMBER	DESCRIPTION	2020 - 2021 EXPENDITURES	REVISED BUDGET	
				FTE	ALLOCATION
		FREE AND REDUCED LUNCH STUDENTS			1,335
		ALLOCATION PER STUDENT		x	\$664.29
		BASE ALLOCATION		=	\$886,825
		CARRY FORWARD FROM 2020 - 2021		+	\$289,989
		CARRY FORWARD FROM 2020 - 2021 ADMINIS		+	\$81,699
		TOTAL FUNDING 2021 - 2022		=	\$1,258,513
INFORMATION ONLY		PARENT INVOLVEMENT/INCLUDED BASE ALLOCATION			\$8,868
		CENTRALIZED SERVICES (11.6284% OF BASE ALLOCATION)		-	\$103,124
		INDIRECT COSTS (2.65% OF TOTAL FUNDING)		-	\$32,490
		HOMELESS/PROFESSIONAL DEVELOP. (6.5%)		-	\$57,644
		TOTAL ALLOCATION FOR 2021 - 2022		=	\$1,065,256
1000 CERTIFICATED SALARIES					
30100.0	1110	TEACHER SALARIES, FULL TIME	\$96,781.09	0.70000	\$72,263
30100.0	1130	TEACHERS, HOURLY/DAILY	\$18,277.36		\$74,476
30100.0	1160	TEACHERS SALARIES, SUBSTITUTES	\$0.00		\$30,000
30100.0	1213	PSYCHOLOGISTS SALARIES, FULL TIME	\$15,738.03	0.20000	\$22,430
30100.0	1232	COUNSELORS, HOURLY/DAILY	\$0.00		\$13,840
	1000 TOTAL		\$130,796.48	0.90000	\$213,009
2000 CLASSIFIED SALARIES					
30100.0	2110	INSTR. AIDE. SAL, FULL TIME	\$147,891.90	4.50000	\$147,726
30100.0	2130	INSTR. AIDE SAL, HOURLY/DAILY	\$1,330.20		\$6,170
30100.0	2410	CLER & OFFICE SAL, FULL TIME	\$0.00	0.00000	\$0
30100.0	2430	CLER & OFFICE SAL, HOURLY/DAILY	\$0.00		\$0
30100.0	2930	OTHER CLASS SAL, HOURLY/DAILY	\$0.00		\$0
	2000 TOTAL		\$149,222.10	4.50000	\$153,896
3000 EMPLOYEE BENEFITS					
30100.0	3111	STRS, CERTIFICATED (TEACHERS)	\$18,606.13		\$29,904
30100.0	3111	STRS, CERTIFICATED (COUNSELORS)	\$0.00		\$2,342
30100.0	3111	STRS, CERTIFICATED (PSYCHOLOGIST)	\$2,546.88		\$3,795
30100.0	3211	PERS EMPLOYER CONTRIBUTIONS (TEACHERS)	\$0.00		\$0
30100.0	3212	PERS EMPLOYER CONTRIBUTION (INSTRUCTIONA	\$30,889.03		\$35,257
30100.0	3212	PERS EMPLOYER CONTRIBUTION (CLERICAL)	\$0.00		\$0
30100.0	3311	OASDI, CERTIFICATED (TEACHERS)	\$0.00		\$0
30100.0	3312	OASDI, CLASSIFIED (INSTRUCTIONAL AIDE)	\$9,097.05		\$9,542
30100.0	3312	OASDI, CLASSIFIED (CLERICAL)	\$0.00		\$0
30100.0	3331	MEDICARE, CERTIFICATED (TEACHERS)	\$1,639.88		\$2,563
30100.0	3331	MEDICARE CERTIFICATED (COUNSELORS)	\$0.00		\$201
30100.0	3331	MEDICARE, CERTIFICATED (PSYCHOLOGIST)	\$228.46		\$325
30100.0	3332	MEDICARE, CLASSIFIED (INSTRUCTIONAL AIDE)	\$2,127.52		\$2,230
30100.0	3332	MEDICARE, CLASSIFIED (CLERICAL)	\$0.00		\$0
30100.0	3411	H & W, CERTIFICATED (TEACHERS)	\$19,900.20		\$16,863
30100.0	3411	H & W, OTHER CERTIFICATED (SCHOOL SITE MAN	\$0.00		\$0
30100.0	3411	H & W, OTHER CERTIFICATED (PSYCHOLOGIST)	\$2,152.66		\$5,440
30100.0	3412	H & W, CLASSIFIED (INSTRUCTIONAL AIDE)	\$74,693.82		\$75,620
30100.0	3412	H & W, OTHER CLASSIFIED (CLERICAL)	\$0.00		\$0
30100.0	3511	SUI, CERTIFICATED (TEACHERS)	\$109.22		\$89
30100.0	3511	SUI, CERTIFICATED (COUNSELORS)	\$0.00		\$7
30100.0	3511	SUI CERTIFICATED (PSYCHOLOGIST)	\$15.20		\$11
30100.0	3512	SUI, CLASSIFIED (INSTRUCTIONAL AIDE)	\$106.57		\$75
30100.0	3512	SUI, CLASSIFIED (CLERICAL)	\$0.00		\$0
30100.0	3611	W/C INSURANCE, CERTIFICATED (TEACHERS)	\$1,947.42		\$2,961
30100.0	3611	W/C INSURANCE, CERTIFICATED (COUNSELOR)	\$0.00		\$232
30100.0	3611	W/C INSURANCE, CERTIFICATED (PSYCHOLOGIST)	\$266.51		\$376
30100.0	3612	W/C INSURANCE, CLASSIFIED (INSTRUCTIONAL A	\$2,526.34		\$2,577
30100.0	3612	W/C INSURANCE, CLASSIFIED (CLERICAL)	\$0.00		\$0
30100.0	3711	RETIREE BENEFITS (TEACHERS)	\$1,561.36		\$2,399
30100.0	3711	RETIREE BENEFITS (COUNSELOR)	\$0.00		\$188
30100.0	3711	RETIREE BENEFITS (PSYCHOLOGIST)	\$213.57		\$304
30100.0	3712	RETIREE BENEFITS (INSTRUCTIONAL AIDE)	\$2,024.95		\$2,086
30100.0	3712	RETIREE BENEFITS (CLERICAL)	\$0.00		\$0
	3000 TOTAL		\$170,652.77		\$195,387
	PERSONNEL TOTAL:		\$450,671.35	5.40000	\$562,292
4000 - 7000 OTHER					
30100.0	4210	BOOKS OTHER REF MATERIALS	\$0.00		\$5,096
30100.0	4310	INSTRUCTIONAL MATERIALS & SUPPLIES	\$55,476.34		\$55,853
30100.0	4312	INSTRUCTIONAL PERIODICALS & MAGAZINES	\$0.00		\$7,465
30100.0	4340	INSTRUCTIONAL SOFTWARE/LICENSES	\$34,090.49		\$104,581
30100.0	4350	OFFICE & OTHER SUPPLIES	\$3,249.34		\$10,000
30100.0	4351	PRINTING & REPRODUCTION	\$357.21		\$2,000
30100.0	4410	AV NON CAP EQUIPMENT UNTAGGED	\$69,911.93		\$70,000
30100.0	4420	NON-CAP EQUIPMENT-UNTAGGED	\$302.52		\$5,000
30100.0	4430	NON-CAP EQUIPMENT-TAGGED	\$0.00		\$5,000
30100.0	4440	AV NON CAP EQUIPMENT TAGGED	\$20,271.33		\$70,000
30100.0	5220	TRAVEL & CONFERENCES	\$2,515.00		\$42,496
30100.0	5630	REPAIRS BY VENDORS AND NON-CAPITALIZED CC	\$7,350.52		\$7,500
30100.0	5802	NON- INSTRUCTIONAL SOFTWARE/LICENSES	\$0.00		\$11,973
30100.0	5811	PERSONAL SERVICES	\$0.00		\$90,000
30100.0	5812	NON PSA SERVICE AGREEMENT	\$0.00		\$10,000
30100.0	6490	EQUIPMENT TAGGED-CAPITALIZED	\$0.00		\$6,000
	OTHER SUB-TOTAL:		\$193,524.68		\$502,964
	TOTAL ENCUMBERED:		\$644,196.03	5.40000	\$1,065,256
	TOTAL AVAILABLE:				\$0