

Single Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix A: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Gustine High School

Contact Name and Title

Adam Cano, Principal

Email and Phone

acano@gustineusd.org

209-854-6414

2017-20 Plan Summary

The Story

Describe the students and community and how the school serves them.

Established in 1913, Gustine High School (GHS) is a part of the Gustine Unified School District (GUSD), and the single comprehensive high school serving students in grades 9-12. This fully WASC (Western Association of Schools and Colleges) accredited high school is located in the City of Gustine, at the northwestern portion of Merced County, approximately 35 miles from Merced, on the western side of the San Joaquin Valley. The 224 square mile district serves a high school student population as of 2016, 606 students in grades 9 through 12.

Farming and dairy-related industries are the principal agricultural activities located in one of the most fertile agricultural regions of the world. Significant walnut, almond, wheat, hay, alfalfa, bean, and tomato crops contribute to the agricultural base. Many of our student's relatives are GHS alumni. Several members of the faculty and staff are also graduates of GHS. The Santa Nella area, which is also part of the Gustine Unified School District, is a major trucking and motoring stop along US Interstate 5. Gustine area residents (population 5,611*) pride themselves in their community. Median household income between 2007-2011 was reported at \$45,639*. Ethnic composition in 2010 was reported at 50.2% Hispanic*, 45.6% white non-Hispanic*, and 4.2%* other ethnicity. 64.0%* of the adult population reported having a high school education or less. *Source U.S. Census Bureau

Gustine High School parents and community provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, examine student results, and provide input to the GUSD Local Control Accountability Plan (LCAP). Parents and community members also serve on various Strategic Plan committees and the GHS English Learner Advisory Committee (ELAC). The mission of GHS and the GUSD can be succinctly summed up in our District Motto: "Preparing Students for the Future....Today". It is our responsibility to provide a rich, challenging, and supportive atmosphere in which all students are motivated to learn with instruction appropriate to their needs. Our mission is best illustrated by what we desire all students to know, understand, and do upon graduation.

The expected school-wide learning results are:

- * Upon graduation, every student will possess the ability to collaborate in teams.
- * Upon graduation, every student will possess the ability to effectively communicate both verbally and in writing to a variety of audiences.
- * Upon Graduation every student will possess the ability to think critically and solve problems.
- * Upon graduation, every student will possess the ability to take initiative, create, have a strong work ethic, and self-manage..
- * Upon graduation, every student will possess the ability to use technological and other resources to access and analyze information.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The SPSA was developed with stakeholder input, including School Site council, English Learner Advisory Committee, Associated Student Body members, other staff and community members, and students all providing suggestions and/or feedback on plan elements.

The SPSA Plan focuses on three primary areas: Student academic achievement, school safety, and school culture. To address these areas the school will:

1. Provide students with effective first instruction.
2. Provide students with academic support and access to technology.
3. Continually revise the school safety plan as needed. Positive Behavioral Interventions and Supports (PBIS) will be implemented to support a safe and positive learning environment.
4. Focus on the importance of daily attendance.
5. Provide and encourage opportunities throughout the school year for parents to better support their child's success.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Graduation Rate: All 97.7%; EL's 90.3%; Hispanic 96.9%; SED 96.9%; White 100%

Suspension Rate: decreased for all students .3%; ELs declined 7.5%; Hispanic declined 1.7%

ELA up 6 points

EL progress increased 8.6%

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on

review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Chronic Absenteeism is high at 15.4%

Math performance decreased by 6.2%

GUUSD is in the process of providing Professional Development through the county to address this need. Positive Behavioral

Interventions and Supports (PBIS) training began in the 2017-18 school year; training will continue in the upcoming school year 2018-19 as it is a 3 year implementation.

Summer school is being offered to address the needs of students.

Study hall has been instituted to provide additional academic support for students. In school credit recovery is being offered with the school day during study hall period.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Performance gap suspension rates for SED are at 6.4% while SPED is at 19.6% and White at 5.7%

CAASPP performance gaps for ELs 41% gap in ELA and a 12% gap in Math

PBIS is being implemented for academic achievement and school community involvement.

Revise summer school for better success rates. Implement and utilize after school academic academies (with teachers and tutors), study hall period for homework completion and extra help and Saturday school academies for AP academies to prepare for the AP test.

If not previously addressed, identify the two to three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, and foster youth.

Supplemental Services

work to support academics, intervention and at-risk students. They will evaluate their progress in high school and college and career readiness. GHS will use title I and title III funding to support low achieving, low income students. We will build a school wide plan to support all students and academic achievement.

The school counselors will be split by grade level. One is assigned to 9th and 10th and the other is assigned to 11th and 12th. The academic counselors will meet with the students two time per year and one time with the parent. The counselors will work with the staff to provide support for all students. The will

Budget Summary

Complete the table below. Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

DESCRIPTION	AMOUNT	
Total School ConApp Allocation for SPSA Year (Must match district ConApp).	\$ 8865.00	
List Actions/Services Funded by ConApp Allocations:	<u>Amount</u>	<u>Source</u>
1.Title III	\$ 8865.00	Title III 4203

Total School ConApp Allocation Expenditures for SPSA Year

\$8865.00

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2017-18

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

Goal 1

Gustine High School will develop and enhance quality instructional programs to increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: LCAP Goal 1

Local Priorities: Benchmark exams

Annual Measureable Outcomes

Expected	Actual
Increase students meeting or exceeding standards in ELA to 35%	32.7%
Increase students meeting or exceeding standards in Math to 20%	17.8%
Increase EL students meeting standards in ELA to 10%	9.1%

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement the PLC process.	Collaborate in PLC's on Early Release Monday	\$101,048.98	\$51,148.98

<p>Collaboratively work on improving subject matter and cross curricular instruction.</p> <p>Summer Professional Development to be provided for AP and AVID teachers.</p> <p>Continue to provide additional time within the school day to address gaps in student learning.</p>	<p>Continue to provide all departments with Professional Development.</p> <p>Implemented intervention within the school day.</p> <p>Create after-school academies for Core class interventions. Also create Saturday school academies for AP test prep. Possibly 8 sessions and 4 hours per session.</p> <p>Study Hall will address learning gaps for homework completion and intervention support.</p>		
---	---	--	--

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

PLC process is ongoing and we are working on more consistency. Teacher leaders have been added to the PLC teams in an effort to improve instruction and increase collaboration.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Allocating weekly PLC time with staff has had a positive effect in regards to collaboration and instruction. The direct effect on student achievement cannot be determined until all relevant data is available.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on our findings there is no change to this goal. Our expected outcomes will be an increase in student achievement and verified by CAASPP scores.

Goal 2

Gustine High School will maintain a safe learning environment for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: LCAP Goal 2

Local Priorities: FIT

Annual Measureable Outcomes

Expected	Actual
Increase FIT scores to 80%	76%
Increase parents surveyed to 90% when asked how safe does your child feel at school.	71%

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire Knowledge Saves Life, a professional safety company. District approved and cost will be provided by the district			
Increase professional development for safety training for all staff.			
Providing safety training for transportation department.			
Upgrading, replacing, and installing phones, alarms, bells, cameras, and intercom.	Upgrades to locker rooms.		
Installing hydraulic system and arm bar to entry gates.	Continuing to make up grades to classrooms, cafeteria, exterior areas, and landscaping..	\$101,048.98	
Locate, design, and equip a fully functional emergency operation center on campus.	Securing the campus entry ways.		
Incident/crisis training (ICT) to respond to various emergencies.	Continuing to do safety drills.	District bond will cover some of these costs.	15,000.00
Conduct live drills on campus on a monthly basis to improve safety awareness.	Continuing partnerships with local police department providing SRO.		
Establish a Individual Safety Action Plan for Gustine High School.	Increased nurse availability.		

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

GHS has hired a professional safety company. The alarm system, bells, phones, and intercom system are scheduled to be installed this summer. Professional development is planned for the 2018-19 school year. Gustine High School is always re-evaluating our safety practices and policies.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The SRO and nurse are visible on campus at a much greater frequency. Our entry gates are secured. Gustine High School's current practices are effective.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The LCAP funding is \$101,048.98 for the object #'s 4000 and 5000 spending categories. The estimated cost around 15,000.00 to complete our actions and services.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on our findings there is no change to this goal. Gustine High School will continue to evaluate and implement additional safety practices to ensure the safety of students and staff.

Goal 3

Gustine High School will be a community partner with all stakeholders to create a positive school culture and climate.

State and/or Local Priorities addressed by this goal:

State Priorities: LCAP Goal 3

Local Priorities: Culture and climate

Annual Measurable Outcomes

Expected	Actual
Increase the number of clubs available for students by 3%	estimated 30% of our students are involved in clubs/activities
Increase the number of parental involvement opportunities by 2%	less than 10% of our parents attend school community information events
Increase the number of school wide student activities by 5%	Estimated about 40% or more students are involved in activities on campus

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Survey students and staff to see what types of clubs they would like to see on campus.	Established a GHS Facebook page.		
Hire a spirit coordinator.	Partnered with University of California Merced to provide the 10 week Parent Empowerment Program (PEP) workshop series.	\$101,048.98	\$33,900.00
Increase community liaisons contact with parents in regards to attendance and academic performance.	Established a district wide event calendar.		

Participate in GUSD monthly parent education forums.	AERIES parent training offered during Back-to-School night.		
Provide training for parents on AERIES and how to monitor student progress.	Lawn chair Wednesday has been established for staff camaraderie.		
Continue maintaining GHS Facebook page.	Admin and teacher communicate with parents about agents happening on campus such as back to school night, school events, athletic games, after school academic academies.		
Continue maintaining GHS website.			
Professional Development for teachers regarding web page management.	Offer parents communication outreach nights to support their child's education, such as financial aid night, college awareness night, FFA meeting for fair showing details.		
Partner with Josten's Education Program in becoming a Renaissance School.			
Implement Parent Square for parental communication.			

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

GHS needs to increase the frequency of parent communications which includes academics, attendance, and school events. School culture is continuing to improve.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

GHS evaluated our communication practices and we found room for improvement.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

The LCAP funding is \$101,048.98 for the 4000 and 5000 spending categories. I have estimated that it will cost around 15,000.00 to complete our actions and services.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on our findings there is no change to this goal. Gustine High School will continue to evaluate and implement additional safety practices to ensure the safety of students and staff.

Stakeholder Engagement -- Needs Assessment

SPSA Year: **2018**

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

SPSA analysis, data review, etc. was done by GHS Site Council members over the course of the 2017-18 school year. In addition, consultations with the Site Council Chair, Barbara Azevedo, and the GHS Leadership team were also utilized.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

The previous year SPSA and LCAP were analyzed based on this analysis the goals were revised and the actions were developed.

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.¹ The current make-up of the SSC is as follows:

Name of Member	Principal/Asst Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Adam Cano	X				
Barbara Azevedo		X			
Melody Noceti		X			
Yaneli Ledezma		X			
Monica Allen		X			
Melanie Gomes				X	
Andrea Verdin			X		
Jennyfer Alamo				X	
Manuel Bettencourt	X				
Felix Hinjosa					X
Shyanne Caldera					X
Nicole Moitoso					X
Number of members in each category	2	4	1	2	3

¹ EC Section 52852

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Gustine High School will develop and enhance quality instructional programs to increase student achievement.

Goal 1

Gustine High is committed to a high quality education for all students by providing a rigorous and relevant curriculum, positive relationships with our students and stakeholders. Every student will develop the skills and knowledge to succeed in an evolving global society.

State and/or Local Priorities addressed by this goal:

State Priorities: LCAP Goal 1
Local Priorities: Benchmark exams

Identified Need from the Annual Evaluation and Needs Assessment:

Use the PLC process to work on quality first instruction to help increase student achievement and increase student achievement in the classroom and increase benchmark and CAASPP scores on a yearly basis.

Expected Annual Measurable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide support for all teachers and instructional aides	One professional development (PD) day per semester for teachers and staff	one PD day session per semester	One PD day session per semester plus one time per quarter reviewing grades, achievement gaps, RTI process and growth with all department teachers and aides plus administration	One PD day session per semester plus one time per month reviewing grades, achievement gaps, RTI process and growth with all department teachers and aides plus administration.
Incorporate technology in the classroom	Each department has a rolling chromebook cart.	Each department has a chromebook cart	Each department add a chromebook cart to their inventory.	Gustine High become a 1 : 1 school with all students having a chromebook and hotspot to take home.
Career Tech course offerings	Gustine has two CTE pathways	2 Career Pathways	Add a Business CTE pathway	Maintain a level of success and guidance for all student who are in the CTE program

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

English Learners, Low income, foster youth and Migrant

Schoolwide

XXXX-XX ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
ELD classes ESL Read/Write Lab College and Career Planning Rigorous and relevant curriculum Intervention Services	Language Department Counselor Staff	Daily curriculum Ongoing Matriculation Workshops One on one counseling Class presentations Course registration	Title I part A basic grant Supplies - \$ 75,440.00 Non-Cap Equip - \$ 50,000.00 Travel and Conference \$ 50,000.00 LCAP - Estimated % will go to these actions

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Gustine High School will maintain a safe learning environment for all students and staff.

Goal 2

To ensure a safe and secure environment for all Gustine High School students, staff and visitors and to ensure the school is prepared to effectively respond to all emergencies that might affect safety or security of students and staff.

State and/or Local Priorities addressed
by this goal:

State Priorities: LCAP Goal 2
Local Priorities: FIT

Identified Need from the Annual Evaluation and Needs
Assessment:

Upgrading the internal communication system and safety
procedures

Expected Annual Measurable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase FIT scores to 80%	75%	75%	80%	85%
Increase parents surveyed to 90% when asked how safe does your child feel at school.	85%	85%	90%	92%

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All students

Schoolwide

XXXX-XX ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
-----------------	-----------------------	-----------------------	-------------------

Hire Knowledge Saves Life, a professional safety company.	District	Hired in May 2018	Safety money \$38,000 from the District budget.
Increase professional development for safety training for all staff.	Kim Medeiros & Principal	2018-19 school year	LCAP goal - \$ 15,000.00
Providing safety training for transportation department.	Cheryl Pometta & Principal	August - October of 2018-19	
Upgrading, replacing, and installing phones, alarms, bells, cameras, and intercom.	Principal & Russ Hazen	June - August 2018	
Installing hydraulic system and arm bar to entry gates.	Principal & Russ Hazen	June - October	
Locate, design, and equip a fully functional emergency operation center on campus.	Principal	2018-19 school year	
Train the incident (ICT) to respond to various emergencies.	Principal	2018-19 school year	
Conduct live drills on campus	Principal	Monthly	
Establish a Individual Action Plan (IAP) for Gustine High School.	Principal	2018-19 school year	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Gustine High School will be a community partner with all stakeholders to create a positive school culture and climate.

Goal 3

All staff will be responsible for fostering and creating a positive climate and culture that aligns with our goal.

State and/or Local Priorities addressed by this goal:

State Priorities: LCAP Goal 3
Local Priorities: Culture and climate

Identified Need from the Annual Evaluation and Needs Assessment:

Increasing school and social media communication.

Expected Annual Measurable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the number of clubs available for students by 3%	33	33	34	36
Increase the number of parental involvement opportunities by 2%	20 Events	20 Events	21 Events	22 Events
Increase the number of school wide student activities by 5%	50 Event Days	50 Event Days	53 Event Days	56 Event Days

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All students

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

XXXX-XX ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Survey students and staff to see what types of clubs they would like to see on campus.	ASB Advisor	September 2018	\$101,048.98 LCAP funding
Hire a spirit coordinator.	ASB Advisor & Principal	August 2018	Title I family engagement 2,277.27
Increase community liaisons contact with parents in regards to attendance and academic performance.	Counselors, attendance clerk, community liaison	2018-19 school year	
	Kim Medeiros	2018-19 school year	

Participate in GUSD monthly parent education forums.			
Provide training for parents on AERIES and how to monitor student progress.	School Secretary & Counselors	August 2018 & ongoing	
Continue maintaining GHS Facebook page.	School Secretary	2018-19 school year	
Continue maintaining GHS website.	School Secretary	2018-19 school year	
Professional Development for teachers regarding web page management.	District web master	August 2018	
Partner with Josten's Education Program in becoming a Renaissance School.	Renaissance advisors and Principal	2018-19 school year	
Implement Parent Square for parental communication.	District & web master	August 2018	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal # 1: Increase student achievement school wide using Title I funding				
Actions to be Taken to Reach This Goal	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)				
Professional development for staff	September 2018 until June 2019	\$17,544.00	\$15,000.00	Title I
After School Academic Academies to serve ALL students who are underachieving in the classroom. This will provide targeted instructions on essential standards. We will also upgrade our technology program for student success as well as using funds to improve the quality of instructional materials, improve attendance and improve school climate. Teacher Professional Development and conference and travel.	September 2018 until June 2019	155,620.50	\$140,000.00	Title I

² List the date an action will be taken, or will begin, and the date it will be completed.

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fq/ac/co/documents/sbx34budgetflex.doc>

Of the four following options, please select the one that describes this school site.

Select from:

This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.

Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.

Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.

School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.

List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program (from above)	Allocation	Is it consolidated in the SWP?
Ag Incentive Grant	\$27,914	No
Total amount of state categorical funds allocated to this school.		

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).

Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).

Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. **(Title III funds may not be consolidated as part of a SWP³)**

Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.

For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.

Other federal funds (list and describe). Create a new row for each separate program.

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).	175,440.00	yes
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.	n/a	No
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic	\$8,865.00	No

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

performance standards. (Title III funds may not be consolidated as part of a SWP⁴)

Carl Perkins Grant	\$17,312.00
Total amount of state and federal categorical funds allocated to this school.	201,617.00

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:

English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)

State Compensatory Education Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Advisory Committee

Compensatory Education Advisory Committee

⁴ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Departmental Advisory Committee

Other committees established by the school or district (list)

English Learner Advisory Committee .

Title I Schoolwide Planning Committee

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: .

Attested:

Adam Cano
Typed name of School Principal

Adam Cano
Signature of School Principal

10/30/18
Date

Barbara Azevedo
Typed name of SSC Chairperson

Barbara Azevedo
Signature of SSC Chairperson

10/30/18
Date

Addendum

The SPSA Template

This SPSA template was adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and designed to meet the content requirements of EC Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.⁵ Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.

⁵ See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.

2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.⁶

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.⁷
2. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.⁸
3. School goals must be based upon an analysis of verifiable state data (California School Dashboard), and may include any data voluntarily developed by districts to measure student achievement.⁹
4. The content of the plan must be aligned with school goals for improving student achievement.¹⁰
5. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
6. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.

⁶ *EC* Section 64001(g)

⁷ *EC* Section 64001(a)

⁸ *EC* Section 64001(g)

⁹ *EC* Section 64001(f)

¹⁰ *EC* Section 64001(f)

7. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.¹¹
8. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.¹²

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

¹¹ EC Section 64001(h)

¹² EC Section 64001(g)

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE “Guide for Developing the Single Plan for Student Achievement,”¹³ the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district’s ConApp.
- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district’s ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with “Goals, Actions, and Services,” “Centralized Services,” “Programs Included in This Plan,” and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

¹³ <https://www.cde.ca.gov/sp/sw/t1/singleplan.asp>

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school. **Schools MUST include information regarding actions and/or services funded by ConApp allocations.** Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

A school may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

Budget Summary

The school must complete the SPSA Budget Summary table as follows:

Actions/Services Funded by ConApp Allocations

The following fiscal practices apply to the use of funds generated through the ConApp:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, districts are allowed to expend federal funds beginning the previous July 1. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the CDE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement applies to:

- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs (including indirect costs) incurred at the school and district office in support of these programs.

Required District Reservations from the Title I, Part A, Basic Grant Program:

- Parent Involvement (one percent minimum if the LEA receives more than \$500,000 in its Title I, Part A entitlement).
- Equitable Services to Private Schools.
- Homeless Services.
- Neglected and Delinquent Children.
- Choice-related Transportation: LEAs that have students continuing participation in Choice begun under NCLB, must set aside Title I, Part A funds for Choice-related transportation until the student completes the highest grade in the school.

Funds received through the ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Total ConApp Allocation Expenditures for SPSA Year

This amount should match the total of ConApp allocations to the school for the SPSA year, plus any carryover from the prior year.

Annual Evaluation and Needs Assessment

The planned goals, expected outcomes, actions/services, and budgeted expenditures should be copied verbatim from the previous year's* Governing Board-approved SPSA; in addition, list the state and/or local priorities addressed by the planned goals.

* For example, for SPSA year 2018/19, review the goals in the 2017/18 LCAP. Moving forward, review the goals from the most recent SPSA year.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?
- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state's challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

New, Modified, Unchanged

As part of the SPSA development process, which includes the Annual Evaluation/Needs Assessment and Stakeholder Engagement/Needs Assessment, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current SPSA year or future SPSA years are new, modified or unchanged from the previous year's plan.

Goal

State the goal. Schools may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA’s LCAP, the goal will usually be a restatement or close version of the LEA goal.

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The SPSA will usually include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities. One goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

Planned Actions/Services

For Supplemental Actions/Services (those funded by ConApp allocation funds):

Students to be Served

For any action/service funded by the school’s ConApp allocations in order to close achievement gaps and meet the state’s academic standards, the school should identify the student group(s) being served.

Scope of Service

For each action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, identify the scope of service by indicating "Schoolwide", or "Limited to Indicated Student Group(s)". The school should identify one of the following two options:

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Schoolwide Program, enter "schoolwide".
- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Targeted Assistance Program, enter "Limited to Indicated Student Group(s)".

For Actions/Services not funded by ConApp allocation funds, these boxes do not need to be included.

Actions/Services

For the current SPSA year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal should be grouped together. Schools may number the action/service using the "Action #" box for ease of reference. Actions will often be adapted from the LEA's LCAP for the same goal.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added to meet the articulated goal since the prior year's SPSA.
- Enter "Modified Action" if the action/service has been changed or modified in any way from the prior year's SPSA.
- Enter "Unchanged Action" if the action/service has not been changed or modified in any way from the prior year's SPSA.

Person(s) Responsible

For the actions to be performed and services provided to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed and services provided to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the SPSA.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

- 1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
- 3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of the its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC 52812* (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC 52176* (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **How do these actions/services link to identified goals and expected measurable outcomes?**
- 12) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, March, 2018, from the LCAP prepared by the California Department of Education, October 2016

