



Gustine High School SPSA 2017

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

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name	Gustine High School
Contact Name and Title	Dr. John P Petrone, Principal

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THE STORY: Briefly 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 principle 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.

- Curriculum Council and/or explore capacity building with lead teachers as instructional leaders.
- Professional Development:
- GUSD will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.
- All teachers are contracted for two additional days for PD, GHS will continue to provide SVMI/Math PD via the MCOE. GHS will provide PD to strengthen the AP Program.
- Gustine High School will continue to provide experiential learning experiences for our students.
- Beginning Teacher Support-Provide all new teachers with financial support for Induction Programs.
- Staff all instructional support positions to provide additional and extended learning in classrooms.
- ELD Coordinators will be provided stipends to coordinate state language assessments and provide Professional Development for adopted ELD standards/instructional strategies.
- The high school counselor will meet with English learners and Foster Youth to encourage enrollment in CTE courses.
- Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career.
- Career Readiness Coordinator 30% of time to EL and 10% of time for RFEP for monitoring progress towards graduation and college and career readiness and providing interventions as necessary.
- Recruit, hire, train, and retain, staff to provide additional support and services for EL, LI, and FY, as well as interventions, books, and materials.
- Establish a system for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time (PLC and instructional rounds) and site based PD by providing substitutes for release time.
- Provide regular maintenance and repair to school facilities which will increase FIT percentages Continue counseling services to help with social emotional, and academic needs with a focus on unduplicated pupils.
Increase availability of health services in order to provide better care to students.
- Hire a full time School Nurse to provide more comprehensive care to all pupils & FY as well as increasing care for all students.
- Provide stipends for teachers to coach and organize Student Events to encourage students to participate in school activities and stay in school and explore providing after school transportation.
- Provide a school resource officer to ensure the safety of students and staff.
- Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts.
- Provide training for parents on how to monitor their student's progress using Aeries and Illuminate in English and Spanish.
- Provide parent education classes and resources to parents on various topics.
- Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.
- Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate.
- Provide site funding for additional engagement activities.
- Expand community engagement services through more social media, email communications, text, and traditional communication.

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 low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

- CA Dashboard: Graduation Rate (overall), suspension rate (overall)
- Grad Rate for: All 97.7 %; ELLs 90.3%, Hispanic 96.9%, White 100%
- Suspension Rate for all students declined 5.1%
- ELA up 6 points

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 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

- CA Dashboard: English Learner Progress, Suspension rate: ELLs, SED, students with disabilities.
- Chronic absenteeism is at 10.6% (overall), Hispanics 11.7%, White 7.4 %, SPED 15%
- 37.5% A-G ready
- Math down 6.2 points
- College and Career indicator: 54.1% not prepared
- CST Science 54% basic or below

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%:

- SPED is at 19.6%
- White 5.7%

CASSPP Performance Gaps:

- EAP ELLs 41% gap in ELA, 12% gap in Math
- EAP ELLs 50% gap in ELA, 16.9 % Math
- SED 2.4% gap in ELA

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

See above

BUDGET SUMMARY

Complete the table below. Schools may include additional information or more detail, including graphics.

DESCRIPTION

List Actions/Services Funded by Consolidated Application

Allocations:

1. 16-17 UPP count: 417
2. Title I : n/a
3. Title III: \$7783.00

<u>Amount</u>	<u>Source</u>
\$	
212,462.00	0824 LCFF support/concentration
582.16	P-1 ADA
69,160.00	1100 Lottery
26,215.00	6300 Lottery-Inst Mtl
7,783.00	Title III 4203

Total Consolidated Application Allocation Expenditures for
SPSA Year

\$307,837.00

ANNUAL EVALUATION

SPSA Year Reviewed 2017-2018

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

Goal 1

Gustine High School will develop and enhance quality instructional programs through professional development. Additionally in cooperation with the GUSSD, GHS will attempt to recruit, and retain quality teachers to maximize the opportunities to increase student achievement, and prepare students to be college and career ready (LCAP Goals 1 & 2).

State and or Local Priorities Addressed by This Goal

	STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
LOCAL									

Annual Measureable Outcomes

EXPECTED

- 100 % of Teachers classified as highly qualified
- 100% of teachers attended Solution Tree PLC Conference
- 100% participation in Marzano Strategies PD
- 100% of applicable teachers participating in BTSA

ACTUAL

- 93% Highly qualified
- 83% attended Solution Tree PLC Conference
- 100% participation Marzano Strategies PD
- 100% of applicable teachers participating in BTSA

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

It is important to note that the prior year SPSA's actions/services information included in this section does not reflect the newly adopted goals that have been written for the upcoming 2017-2018 year to align with revised

Actions/Services

Revised LCAP ACTUAL:

- 93% highly qualified as of 5-2017
- 83% of GHS staff have attended PLC conferences
- 100% have participated in Marzano PD
- 100% of required teachers have participated in BTSA

LCAP. Next year's SPSA's actions/services will directly apply as required.

Revised LCAP:

- As positions become open, hire highly qualified teachers.
- Have 100% of teaching staff attend PLC Conferences
- Have 100% of teachers participate in Marzano strategies PD
- Have 100% of required teachers participate in BTSA program

Prior LCAP:

Planned: English Learners will progress to redesignation within 6 years (LCAP Goal 1).

- Create a tracking chart/log to monitor progress and set goals of EL CELDT levels 3, 4, and 5's.
- Cluster identified students (CELDT level 3, 4, and 5's) in English classes
- Improve the development of academic language of English Learner students
- Continued use of Hampton-Brown Edge: Reading, Writing, & Language for CELDT level 3, 4, and 5's
- Implement the use of SRI on a quarterly basis to monitor EL progress

Planned: Increase the percentage of all students scoring proficient CASPP (LCAP Goal 1)

- Integrate technology into the classroom (students and staff)
- Continue implementing Common Core.

Prior LCAP ACTUAL:

- Continue quarterly meetings with all students.
- Plan with English department Spring of 2017-Fall 2016
- Ongoing Monitoring through 16-17 school year
- Review rubrics on occasion with staff at early release/minimum days
- Review EDGE data quarterly
- Utilization of EWRC curriculum
- Implementation of Marzano classroom instructional strategies
- Continue PLC implementation/utilization as prescribed
- Purchase and utilize classroom technology such as laptop/ Chrome Books w/ carts
- Collaborative classroom furniture purchases
- Administer career interest surveys in all 9th and 10th grade classes.
- Create four year plans in freshman classes and revisit yearly.
- Develop a system to track students after graduation in regards to their college/career pathways
- Monitor school wide utilization of AVID college-bound classroom strategies

<ul style="list-style-type: none"> • Continue to emphasize cross content • Common Core requirements • Implementation of Expository Writing Reading Curriculum (EW/RC) • Continue Marzano effective classroom instructional strategies • Continue PLC implementation/utilization with ongoing professional development (Solution Tree) • Monitor the use of agreed upon instructional strategies (call on non-volunteers, student led instruction, re-teaching, checking for understanding) • Provide opportunities for remediation during the school day, teacher assigned intervention, teacher aide intervention • Provide additional opportunities outside of the school day for increased student achievement. Online learning (Plato) for credit accrual, and acceleration. • Decrease failure rates by 20% in each individual content area • Raise the number of students meeting the UC/CSU requirements by 10%* (exceeded goal of 10% in '15-'16 @ 11%) • Increase the percentage of students bound to a four year college by 10%* (exceeded goal of 10% in '15-'16 @ 14%) • Increase percentage of students "conditionally exempt" from taking the ELM (Entry-Level Mathematics) for CSU 	<ul style="list-style-type: none"> • Continue to create opportunities to foster a college going culture • Administer surveys in the fall to 9th graders and in February for 10th graders • Create 4 year plan in fall for 9th graders • Re-visit 4 year plans in the spring when students are registering for the next year's classes • Continue to support staff in their AVID instructional strategies, and train them in Marzano instructional strategies 2016-2017 • Weekly walkthroughs that look for AVID/Marzano instruction Continue college visitations 2016 and 2017; Attend College admissions department presentations • Attend MCOE Career/College fair Fall 2016 • Schedule college application workshops fall 2016 for CSU's and UC's • Schedule community college workshops for spring 2016 and spring 2017 • Accuplacer Exams, Spring 2017 • Monthly senior bulletin discussions by GHS Career tech Recruit leadership members by August 2016 • Calendar monthly leadership team meetings • Leadership Stipends • Create agendas Update log as professional development occurs (ongoing) • Identify Analyze 2016 SPSA/LCAP Test Results • Look at budget expenditures of funds monitored by School Site Council monthly stakeholders participating Continue developing, designing, creating, integrating, PLC collaborative strategies based on the DuFour model • Attending conferences and related PD trainings Modified school schedule for the 2016-17 school year to incorporate early release Mondays, and occasional
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- and ready for college level Math to 20% (not met for '15-'16)
- Increase percentage of students exempt from taking the EPT (English Placement Test) for CSU and ready for college level English to 20% (met goal of 20% for '15-'16 @ 20%)
- Increase performance on SAT critical reading to 450 and math to 475 (tbd)
- Increase performance on ACT to 22 (exceeded goal of 20 in '15-'16 @ 21)
- Increase AP enrollment to numbers enabling one full section in each discipline (tbd)

monthly minimum days specifically for the purpose of conducting PLC activities

BUDGETED GUSD: \$1,062,420.00 Approximately \$100,000.00+	ESTIMATED ACTUAL GUSD: \$1,062,420.00 Estimated GHS \$100,000.00,+ ongoing...
Expenditures	

ANALYSIS

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.

- Curriculum Council and/or explore capacity building with lead teachers as instructional leaders.
- Professional Development:
 - GUSD will continue to support teachers of all subject areas with effective research based professional development opportunities to strengthen instruction and improve student outcomes.
 - All teachers are contracted for two additional days for PD, GHS will continue to provide SVMI/Math PD via the MCOE. GHS will provide PD to strengthen the AP Program.
- Gustine High School will continue to provide experiential learning experiences for our students.
- Beginning Teacher Support-Provide all new teachers with financial support for Induction Programs.
- Staff all instructional support positions to provide additional and extended learning in classrooms.
- ELD Coordinators will be provided stipends to coordinate state language assessments and provide Professional Development for adopted ELD standards/instructional strategies.
- The high school counselor will meet with English learners and Foster Youth to encourage enrollment in CTE courses.
- Incorporate Technology into the classrooms which supports the development of 21st Century Skills and better prepares students for college and career.
- Career Readiness Coordinator 30% of time to EL and 10% of time for RFEP for monitoring progress towards graduation and college and career readiness and providing interventions as necessary.
- Recruit, hire, train, and retain, staff to provide additional support and services for EL, and FY, as well as interventions, books, and materials.
- Establish a system for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time

Describe the overall implementation of the actions/services to achieve the articulated goal.

	(PLC and instructional rounds) and site based PD by providing substitutes for release time.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.	Overall effectiveness of actions/services appears initially to be having a positive effect, based on very limited initial data currently available to date. Upon receipt of all relevant end of year testing data, and other data measurement availability, a concise analysis will commence.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	n/a
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the SPSA.	Dashboard data is new for 2017, as a result changes will be reflected in 2017-2018 SPSA as data is analyzed and effectiveness is ascertained. Overall effectiveness analysis is ongoing, and testing data is in the process of dissemination and not yet complete as of this writing.

NEEDS ASSESSMENT -- STAKEHOLDER ENGAGEMENT

SPSA Year

2017-2018

2018-2019

2019-2020

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 Evaluation and Analysis?

SPSA analysis, data review, etc. was done by GHS Site Council members over the course of the 2016-2017 school year. In addition consultations with Site Council Chair Barbara Azevedo, and GHS leadership team (Mrs. Hellner, Mr. Cano) were also utilized. Towards the end of the school year GUSD requested that we utilize a different template for SPSA than the then currently utilized CDE template. This change caused a delay in data transfer and creation of the “new” SPSA.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

As aforementioned SPSA template changes requested by the GUSD caused some delay in final SPSA version. However ongoing 2016-2017 Site Council data analysis led to continued suggestions contained in the prior year SPSA’s focus areas.

ANNUAL EVALUATION

SPSA Year Reviewed 2017-2018

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

Gustine Unified School District / Gustine High School will create safe, healthy, and welcoming learning environments to enhance the social-emotional and academic learning for all students to become productive members of society

Goal 2

STATE	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
LOCAL								

Annual Measureable Outcomes

EXPECTED

- FIT scores of 100% in all measurable areas.
- Hire full time school nurse district wide
- Provide SRO district wide
- Establish Link Crew Program with stipend advisors
- Provide regular maintenance and repair to school facilities which will increase FIT percentages
- Continue counseling services to help with social emotional, and academic needs with a focus on unduplicated pupils.
- Hire a full time School Nurse to provide more comprehensive care to pupils & FY as well as increasing care for all students.
- Provide stipends for teachers to coach and organize Student Events to encourage students to participate in school activities and staying school and explore providing after school transportation.
- Provide a school resource officer to ensure the safety of students and staff.
- Continue to provide a stipend for Teacher in Charge at all sites to maintain the safety of children in the absence of an admin.
- Implement Link Crew to focus on at risk students to decrease dropout rates. Provide stipend for adviser.

ACTUAL

- | | |
|----------|--------|
| EXPECTED | ACTUAL |
|----------|--------|
- Current FIT Scores:
Systems = Good, 100%
Interior Surfaces= Poor, 66.67%*
Cleanliness= Good, 100%
Electrical, Poor, 66.67%
Restrooms= Good, 93.75%
Safety= Good, 93.75%
Structural= Good, 100%
External= Good, 95.84%
 - Hired full time nurse district wide
 - Hired SRO utilized district wide
 - Link Crew Program was established with stipend advisors, which is ongoing.

STATE	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
LOCAL								

- Provide ongoing training for staff to maintain and improve positive relationships with students and foster positive and respectful relationships between students.
- Purchase curriculum and implement a social skills program.
- Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts.

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

Actions/Services	PLANNED Please Note: goal 2 as articulated did not appear on last year's GHS CDE SPSA template.	ACTUAL	ESTIMATED ACTUAL \$974,000.00
	<ul style="list-style-type: none"> • FIT scores of 100% in all measurable areas. • Hire full time school nurse district wide • Provide SRO district wide • Establish Link Crew Program with stipend advisors 	<ul style="list-style-type: none"> • Hired full time nurse district wide • Hired SRO utilized district wide • Link Crew Program was established with stipend advisors, which is ongoing. 	BUDGETED GUSD: \$974,000.00

ANALYSIS

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.

<ul style="list-style-type: none">• Provide regular maintenance and repair to school facilities which will increase FIT percentages• Continue counseling services to help with social emotional, and academic needs with a focus on unduplicated pupils.• Increase availability of health services in order to provide better care to students.• Hire a full time School Nurse to provide more comprehensive care to all pupils & FY as well as increasing care for all students.• Provide stipends for teachers to coach and organize Student Events to encourage students to participate in school activities and stay in school and explore providing after school transportation.• Provide a school resource officer to ensure the safety of students and staff.• Provide funding for sites to create programs or activities to promote student engagement in enrichment, clubs, or the arts. <p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<ul style="list-style-type: none">• Full time GUSD school nurse was hired 2016-2017 school year. Services are distributed to all sites within GUSD. A fully equipped school nurse office/room was created at GHS. The room is fully stocked, and also contains a patient treatment table/couch.• SRO services continued to be provided via a mutual agreement between the City of Gustine and the GUSD.• FIT scores are in a state of flux as Measure P projects are completed over time. GHS Locker room project was completed during 2016-1017 and it is expected to improve FIT score for the upcoming 2017-2018 school year. <ul style="list-style-type: none">• School Nurse: The effectiveness has met and or exceeded all expectations in regards to articulated goals.• SRO: The effectiveness of the SRO services have met expectations, see student information system data sets for measures.
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Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

<ul style="list-style-type: none"> Link Crew: Link crew has met or exceeded overall effectiveness, expectations from implementation of program. FIT improvement expectations are chiefly dependent on the number of, and pacing of Measure P construction projects and infrastructure improvements from inception through completion for GHS. 	<p>n/a</p> <p>Dashboard data is new for 2017, as a result changes will be reflected in 2017-2018 SPSA as data is analyzed and effectiveness is ascertained. Additionally testing data is in the process of dissemination and not yet complete as of this writing.</p>
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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

NEEDS ASSESSMENT -- STAKEHOLDER ENGAGEMENT

SPSA Year	<input checked="" type="checkbox"/> 2017-2018	<input type="checkbox"/> 2018-2019	<input type="checkbox"/> 2019-2020
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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 Evaluation and Analysis?

SPSA analysis, data review, etc. was done by GHS Site Council members over the course of the 2016-2017 school year. In addition consultations with Site Council Chair Barbara Azevedo, and GHS leadership team (Mrs. Hellner, Mr. Cano) were also utilized Towards the end of the school year GUSD requested that we utilize a different template for SPSA than the then currently utilized CDE template. This change caused a delay in data transfer and creation of the “new” SPSA.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

As aforementioned SPSA template changes requested by the GUSD caused some delay in final SPSA version. However ongoing 2016-2017 Site Council data analysis led to continued suggestions contained in the prior year SPSA’s focus areas.

ANNUAL EVALUATION

SPSA Year Reviewed 2017-2018

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

Goal 3

Gustine Unified School District/ Gustine High School will work together with parents, families, and the community to create partnerships that enhance student achievement to encourage students to become successful members of society.

State and or Local Priorities Addressed by This Goal
LOCAL

Annual Measureable Outcomes

EXPECTED

- Provide bilingual Aeries Parent Portal training for parents
 - Provide parent education programs
 - Provide training for parents on how to monitor their student's progress using Aeries and Illuminate in English and Spanish.
 - Provide parent education classes and resources to parents on various topics.
 - Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.
 - Provide a community liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate.
- | STATE
LOCAL | State and or Local Priorities Addressed by This Goal | | | | | | | |
|----------------|---|----------------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| ACTUAL | <ul style="list-style-type: none">• Provided bilingual Aeries Parent Portal training on Back to School Night• Provided 10 week bilingual Parent Empowerment Program (PEP) in partnership with UC Merced.• Offered Rosetta Stone English program to interested parents• Provided bilingual FAFSA workshops for parents and guardians• All parent communications no matter what form go out in bilingual format | | | | | | | |

- Establish an events calendar for parents in English and Spanish and send it home quarterly via mail.
- Provide site funding for additional engagement activities.
- Expand community engagement services through more social media, email communications, text, and traditional communication

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	<ul style="list-style-type: none"> Provide training for parents on how to monitor their student's progress using Aeries and Illuminate in English and Spanish. Provide parent education classes and resources to parents on various topics. Provide Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. Provide a parent liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate. Establish an events calendar for parents in English and Spanish and send it home quarterly via mail. Provide site funding for additional engagement activities. Expand community engagement services through more social media, email
ACTUAL	<ul style="list-style-type: none"> Provided training for parents on how to monitor their student's progress using Aeries and Illuminate in English and Spanish. Provided parent education classes and resources to parents on various topics. Provided Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities. Provided a community liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate. Established an events calendar for parents in English and Spanish and send it home quarterly via mail. Provided Rosetta Stone English language programs to parents. Provide site funding for additional engagement activities.

communications, text, and traditional communication	<ul style="list-style-type: none"> • Expand community engagement services through more social media, email communications, text, and traditional communication • Provided 10 week bilingual Parent Empowerment Program (PEP) in partnership with UC Merced.
BUDGETED GUUSD: 56,000.00	ESTIMATED ACTUAL GUUSD: \$56,000.00

ANALYSIS

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.

As per actual :

- Provided parent education classes and resources to parents on various topics.
- Provided Child Care at school meetings to ensure all parents are able to attend regardless of child care responsibilities.
- Provided a community liaison to support in the interpretation/translation of meetings and other school communications to ensure that all parents can participate.
- Established an events calendar for parents in English and Spanish and send it home quarterly via mail.
- Provided Rosetta Stone English language programs to parents.
- Provide site funding for additional engagement activities.
- Expand community engagement services through more social media, email communications, text, and traditional communication
- Provided 10 week bilingual Parent Empowerment Program (PEP) in partnership with UC Merced.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<p>Overall effectiveness analysis is ongoing as Dashboard data is new for 2017, and testing data is in the process of dissemination and not yet complete as of this writing.</p>	<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.</p>
<p>n/a</p>	<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p> <p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the SPSA.</p>

NEEDS ASSESSMENT -- STAKEHOLDER ENGAGEMENT

SPSA Year	<input checked="" type="checkbox"/> 2017-2018	<input type="checkbox"/> 2018-2019	<input type="checkbox"/> 2019-2020

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 Evaluation and Analysis?

SPSA analysis, data review, etc. was done by GHS Site Council members over the course of the 2016-2017 school year. In addition consultations with Site Council Chair Barbara Azevedo, and GHS leadership team (Mrs. Hellner, Mr. Cano) were also utilized. Towards the end of the school year GUSD requested that we utilize a different template for SPSA than the then currently utilized CDE template. This change caused a delay in data transfer and creation of the “new” SPSA.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

As aforementioned SPSA template changes requested by the GUSD caused some delay in final SPSA version. However ongoing 2016-2017 Site Council data analysis led to continued suggestions contained in the prior year SPSA’s focus areas.

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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Dr. John Petrone	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Barbara Azevedo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Sheri Marsigli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Jennyfer Alamo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Melody Noceti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Yaneli Ledezma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Andrea Verdin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Monica Allen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gerzayr Alapizco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
John Massey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kristina Sanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>				
Number of members in each category	1	3	1	2	3

¹ EC Section 52852

Goals, Actions, and 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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged				
Goal 1	LEA Goal: School Goal:						
State and/or Local Priorities Addressed by this Goal	STATE LOCAL	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/>
Identified Need from the Annual Evaluation and Analysis							

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019

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 Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s) _____
OR	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service	<input type="checkbox"/> Schoolwide <input type="checkbox"/> OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES	
Action/Service	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Person(s) Responsible	Task(s)/Timeline
Action/Service	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Person(s) Responsible	Task(s)/Timeline

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 in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

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.

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

Programs Included in this Plan

Check the box 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, check the box indicating 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 Form A 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:

- 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.**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>

<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$	

Federal Programs	Allocation	Consolidated in the SWP
Title I, Part A: Allocation <input type="checkbox"/> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0	<input type="checkbox"/>
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).	\$0	<input type="checkbox"/>
Title II, Part A: Improving Teacher Quality <input type="checkbox"/> Purpose: Improve and increase the number of highly qualified teachers and principals	\$0	<input type="checkbox"/>
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <input checked="" type="checkbox"/> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$7783.00	Title III funds may not be consolidated as part of a SWP ³

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 for the

<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0	<input type="checkbox"/>
<input type="checkbox"/> 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	\$0	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$0	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$7783.00	
Total amount of state and federal categorical funds allocated to this school	\$7783.00	

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

purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

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 (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

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.

Attested:

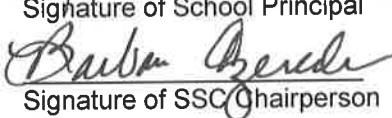
Dr. John Petrone
Typed name of School Principal



Signature of School Principal

_____ Date

Barbara Azevedo
Typed name of SSC Chairperson



Signature of SSC Chairperson

_____ Date

The SPSA Template

This SPSA template has been adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and is 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.⁴ Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
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.⁵

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.⁶
2. Any plans required by programs funded through the ConApp and subject to Elementary and Secondary Education Act (ESEA) Program Improvement (PI) requirements must be consolidated into a single plan.⁷ Schools may add other funding sources.

⁴ See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.

⁵ EC Section 64001(g)

⁶ EC Section 64001(a)

⁷ EC Section 64001(d)

3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.⁸
4. 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
5. The content of the plan must be aligned with school goals for improving student achievement.¹⁰
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
8. 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
9. 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.

⁸ EC Section 64001(g)

⁹ EC Section 64001(f)

¹⁰ EC Section 64001(f)

¹¹ EC Section 64001(h)

¹² EC Section 64001(g)

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.

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, 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

¹³ <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

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.

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.