

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

[Addendum 1:](#) Regulatory requirements

[Addendum 2:](#) General instructions.

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

[California School Dashboard](#) [Note: this text will be hyperlinked to California School Dashboard web page: Essential data to support completion of this SPSA. Please analyze the school's full data set.

School Name McSwain Union Elementary School

Contact Name and Title

Lauren Lanum,  
Program Coordinator

Email and Phone

[llanum@mcswain.k12.ca.us](mailto:llanum@mcswain.k12.ca.us)  
(209) 354-2723

**THE STORY:** Briefly describe the students and community and how the school serves them.

McSwain is more than just a school—it is a community. Located in a rural area between two of the county's largest cities, McSwain has an identity and a heritage that few public schools can match. For more than 100 years, the school has served the local community, and for more than 60, it has done so from its current location. What were once two or three rooms serving a small number of students has now grown to more than 40 teachers and more than 850 TK-8th grade students on two adjacent campuses. Our student population is 43.9% white, 44.5% Hispanic or Latino, 6.1% Asian and 5.5% identify as Other. Our English Learner population currently 12% and Socioeconomically Disadvantaged population is 41%. What remains constant is a school community where students are nurtured personally and challenged academically. The teaching staff has worked diligently to address the challenge of moving to new academic standards, and McSwain remains one of the most vibrant academic institutions in the area. Building upon decades of amazing support and success, now McSwain is working with an eye toward the future to ensure that the lofty standards that have been set can continue in a 21st-century learning environment. More classroom technology is being integrated, while school-wide instruction in art, music, and strong libraries continue to supplement the core academic program. Strong extracurricular programs continue to thrive—including 4-H and athletic programs that are second to none. McSwain also provides substantial wellness, emotional, and behavioral supports for all students. The result is that McSwain School provides a well-rounded education that is supported by the tenants of a strong and supportive community. Students and families are valued and celebrated, and the staff works tirelessly to provide them with the best that they have to offer on a daily basis.

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

For the 2017/18 school year, we will provide extra services in the area of language arts and mathematics by utilizing support teachers to help close the achievement gap for our English Language Learners, Foster Youth, and Low Income students. We will also hire one additional teacher to maintain lower class sizes in all grade levels. An additional bilingual aide will also be added to support the needs of our English Language Learners. Additional hours will be added to one of our bilingual clerks to increase communication and community engagement with our English Learner families and stakeholders. Implementation of weekly minimum days to provide collaboration for staff will promote new instructional opportunities to better meet the needs of our diverse population.

Our categorical funding will be used to support programs such as Read 180, staff development centered around the needs of Title I students, and support staff to target student groups in need of assistance.

# 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

Overall scores on the CAASPP increased 13.8 points in Language Arts and were in the high range. Overall math scores were in the medium range with significant increase of 21.8 points. In math, Asian students increased 25.2 points and white students increased 22.5 points. Overall suspension is less than .5%. Stakeholder input has significantly increased due to a greater number of engagement opportunities provided by the District.

Referring to the California School Dashboard, identify any state 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 school or district data. What steps is the school planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

Based on our school dashboard results, no immediate needs were identified for our overall population. Therefore, our local needs show the following:  
All students in Language Arts scored in the high category (green) at 22.2 points above Level 3. This was an increase of 13.8 points. However, English Learners scored in the low category (yellow) at 29.4 points below Level 3. Our EL's maintained with a .2 point increase. Students with Disabilities scored in the low category (yellow) at 33.5 points below Level 3 but their scores increased by 17 points. Therefore, our primary focus remains serving our English Learners and Students with Disabilities populations.  
All students in Math scored in the medium category (green) at 18.1 points below Level 3. This was a significant increase of 21.8 points. English Learners scored in the low category (yellow) at 62.3 points below Level 3. While we acknowledge this weakness, we are proud that these students have achieved a 7.5 point increase. Students with Disabilities scored in the low category (yellow) at 41.6 points below Level 3 and achieved a 28.3 point significant increase  
We continue to hold our class sizes to 24:1 in TK-3 and 32-1 in grades 4-8 as an areas of need. We will also continue to see the need to provide an instructional support teacher in the areas of Math and Reading to best support our English Language Learners and those performing below grade level.

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 school data. What steps is the school planning to take to address these performance gaps?

**PERFORMANCE GAPS**

In the suspension category, students with disabilities were two performance levels lower than the all student performance level. Although the District does not have any other student group that was two or more performance levels below the "all student" performance level, we recognize the continued need to support English Learners and Students with Disabilities. To address the gap, MUESD LCAP includes the following actions and services:

- ▯ Small class sizes, 24:1 in TK-3rd grades and 32:1 in 4th-8th grades (LCAP Goal 1)
- ▯ Implementation of Math and Reading Specialist. (LCAP Goal 3)
- ▯ Increased Instructional Aide FTE (Goal 2)
- ▯ Counselor will work with administration to provide early intervention and support for students at risk of not graduating (Goal 4)



# ANNUAL EVALUATION and NEEDS ASSESSMENT (16-17 info.)

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.

<b>Goal 1</b>	LEA GOAL: Maximize the learning environment for all students to perform at high levels and demonstrate 21 <sup>st</sup> century skills.
	SCHOOL GOAL: Maximize the learning environment for all students to perform at high levels and demonstrate 21 <sup>st</sup> century skills.

State and or Local Priorities Addressed by This Goal

STATE     1     2     3     4     5     6     7     8

LOCAL \_\_\_\_\_

## Annual Measureable Outcomes

### EXPECTED

Grades TK – 3 Class size of 24:1 or lower  
 Grades 4 – 8 Class size of 32:1 or lower  
 Increase student attendance by .5%  
 Decrease chronic absenteeism by .5%  
 Expect 100% 8th graders be promoted to high school

### ACTUAL

Grades TK-3 class size average is 21.84.  
 Grades 4-8 class size average is 25.35.  
 The attendance rate for the 16/17 school year was 96.87%  
 The absenteeism rate for the 16/17 school year was 3%.  
 1.9% of 8th grade students did not meet district graduation ceremony requirements. (2 students out of 108 were socially promoted)

**ACTIONS/SERVICES**

Action

**1**

Actions/Services

**PLANNED**  
Continue to staff at appropriate levels to obtain stated class size reduction goals and to increase English Learner access to grade level standards.

**ACTUAL**  
We were able to maintain and continue staffing levels to meet our class size reduction goal, which in turn increased English Language Learner access to grade level standards.

Expenditures

**BUDGETED**  
\$107,675.00  
Supplemental Funding  
\$23,765.00  
Title II

**ESTIMATED ACTUAL**  
\$107,675.00  
Supplemental Funding  
\$23,765.00  
Title II

Action

**2**

Actions/Services

**PLANNED**  
Continue to fund Director of Technology position to support the LAN and provide support for technology in the classroom as used for Common Core Instruction and Integration. Provide one on one technical support and training to teachers on how to incorporate technology as a tool to deliver Common Core Instruction to English Language Learners, Foster Youth and Low Income students.

**ACTUAL**  
In order to provide thorough support, we continued to fund the Director of Technology position to maintain the LAN and provide assistance for technology in the classroom as used for Common Core Instruction and Integration. This position continues to provide one on one technical support and training to teachers on how to incorporate technology as a tool to deliver Common Core Instruction to English Language Learners, Foster Youth and Low Income students.

Expenditures

**BUDGETED**  
\$31,766.00  
Supplemental Funding

**ESTIMATED ACTUAL**  
\$32,605.00  
Supplemental Funding

Action  
3

Actions/Services	<p><b>PLANNED</b> Purchase one additional grade level set of Chromebooks. Based on enrollment and funding levels. This will continue to provide access to all students as they engage in the common core curriculum. This will also assist English Language Learners, Foster Youth and Low Income students in making the connection between technology and the learning process.</p>	<p><b>ACTUAL</b> The District purchased one grade level set of Chromebooks for grades 6-8 and a set of 20 iPad Mini's for grades TK-1. This extends access to all students including English Language Learners, Foster Youth and Low Income Students as they engage in the common core and 21<sup>st</sup> Century Skills. The District anticipated donations to fund the Chromebooks, but those donations did not come to fruition.</p>
Expenditures	<p><b>BUDGETED</b> \$13,300.00 Supplemental Funding</p>	<p><b>ESTIMATED ACTUAL</b> \$36,500.00 Supplemental Funding</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.

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

Overall, the district implemented all actions and services associated with meeting goal number one as planned. Most growth targets were met as a result of implementing our actions. We need to continue to address the area of chronic absenteeism due to our target not being met. We experienced an unusually high number of unforeseen medically excused absences that we do not see as a recurring trend in future years.

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

Class sizes were maintained to best support the needs of our students. This was reflected in our test scores, as they increased from the previous year. Student learning opportunities have increased because of greater access to technology. Staff engagement in technology continues to grow. The purchase of additional Chromebooks and iPads have increased access to the common core and 21<sup>st</sup> Century Skills. Our overall attendance rate has increased by .2% from prior school year.

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

Material differences in estimated actual and budgeted expenditures were due to anticipated donations from our foundation which did not come to fruition. Additionally, we purchased a class set of Chromebooks that were not in our original plan.

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.

No substantial changes to this goal will be made this year. We will, however, increase administrative duties to identify and assist struggling students in grades 7-8 at-risk of non-graduate status. After reviewing our one to one technology ratio goal, we have determined that no further sets of Chromebooks will be needed for 2017-18.

## Goal 2

LEA GOAL: Develop student literacy in all content areas, and provide support for struggling students.

SCHOOL GOAL: Develop student literacy in all content areas, and provide support for struggling students.

State and or Local Priorities Addressed by This Goal

STATE     1     2     3     4     5     6     7     8

LOCAL \_\_\_\_\_

### Annual Measureable Outcomes

#### EXPECTED

60% of English learner, low income, foster youth will meet or exceed standards in local district assessments.  
 3% Increase in reclassification of English Language Learners  
 100% of students will have access to CC aligned Curriculum by the end of the school year  
 100% of all students will receive access to a broad course of study as demonstrated by the master schedule.

#### ACTUAL

As of March 2017, 36% of English learners have met or exceeded standards on one or more local district assessments. As of March 2017, 52% of low socioeconomic students had met or exceeded standards on one or more local district assessment.  
 6% of English Language Learners were reclassified.  
 100% of students had access to CC aligned curriculum.  
 100% of all students received a broad course of study that is demonstrated by the master schedule.



**ACTIONS/SERVICES**

Action  
1

Actions/Services	<p>PLANNED The school will participate in the English Language Arts and in English Language Development adoption cycle this year to provide Common Core aligned instructional materials for all students.</p>	<p>ACTUAL The district adopted English Language Arts and English Language Development curriculum in order to provide Common Core aligned instruction for all students</p>
Expenditures	<p>BUDGETED \$124,000.00 Base Funding \$76,000.00 Supplemental Funding</p>	<p>ESTIMATED ACTUAL \$75,106.76 Base Funding \$46,033.18 Supplemental Funding</p>

Action  
2

Actions/Services	<p><b>PLANNED</b> We will continue to provide an English Language Institute prior to the start of school in support of EL students. Incentives will be provided to increase participation rates.</p>	<p><b>ACTUAL</b> The district has continued to provide the English Language Institute prior to the start of the school as a support for English Language Learners. Incentives such as backpacks and school supplies have been used as ways to increase participation. The district will look into offering transportation in the future if financially possible to increase participation numbers.</p>
Expenditures	<p><b>BUDGETED</b> \$7,100.00 Title I</p>	<p><b>ESTIMATED ACTUAL</b> \$7,000.00 Title I</p>

Action  
3

Actions/Services	<p><b>PLANNED</b> Provide – 3.5 hour bilingual aides and training on new ELD / Common Core Standards to assist with curriculum changes.</p>	<p><b>ACTUAL</b> The district did hire an additional 3.5 hour bilingual aide in addition to the 7 bilingual aides that were currently staffed, to assist students with the new ELD / Common Core Standards. The bilingual aid was trained in the new standards.</p>
Expenditures	<p><b>BUDGETED</b> \$56,999.00 Supplemental Funding \$9,722.00 Title III</p>	<p><b>ESTIMATED ACTUAL</b> \$61,460.00 Supplemental Funding \$10,318.00 Title III</p>

Action  
4

Actions/Services	<p>PLANNED Provide two six week blocks of instructional tutoring for 3 days per week for struggling students in grades TK – 3. This will assist in bringing these students up to grade level.</p>	<p>ACTUAL The district has provided two six week instructional tutoring for 2 days per week to struggling students in grades TK-3. This is used as a tool to support students in attaining grade level standard.</p>
Expenditures	<p>BUDGETED \$34,719.00 Title I</p>	<p>ESTIMATED ACTUAL \$36,953.06 Title I</p>

Action  
5

Actions/Services	<p>PLANNED Provide a Read 180 Teacher and Aide to support struggling students in reading.</p>	<p>ACTUAL Provide a Read 180 Teacher and Aide to support struggling students in reading.</p>
Expenditures	<p>BUDGETED Certificated Personnel \$31, 455.00 Classified Personnel \$8,393.00 Employee Benefits \$15,441.00 (All Title I)</p>	<p>ESTIMATED ACTUAL Certificated Personnel \$31, 455.00 Classified Personnel \$8,393.00 Employee Benefits \$15,441.00 (All Title I)</p>
	<p>PLANNED Administrators will identify struggling students in 7<sup>th</sup> &amp; 8<sup>th</sup> grade at risk of non-grad status and provide additional appropriate support.</p>	<p>ACTUAL Administration identified and provided support to non-grad status students and their families.</p>
	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00 Base Funding</p>

## Evaluation

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

The district has implemented English Language Arts and English Language Development curriculum in order to provide Common Core aligned instruction for all students. The district has continued to provide the English Language Institute prior to the start of the school as a support for English Language Learners. Incentives such as backpacks and school supplies have been used as ways to increase participation. The district did hire an additional 3.5 hour bilingual aide in addition to the 7 bilingual aides that were currently staffed, to assist students with the new ELD / Common Core Standards. The district has provided two six week instructional tutoring for 3 days per week to struggling students in grades TK-3. Administration identified and provided support to non-grad status students and families.

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

As of March 2017, 36% of English learners have met or exceeded standards on one or more local district assessments. As of March 2017, 52% of low socioeconomic students have met or exceeded standards on one or more local district assessment.  
100% of students have access to CC aligned curriculum.  
100% of all students receive a broad course of study that is demonstrated by the master schedule.

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

Material differences in estimated actual and budgeted expenditures were primarily due to the final cost of English Language Arts and in English Language Development adoption which was purchased for less than anticipated. However, there was an increase in staff salary schedules which significantly increased the cost associated with action 3.

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.

Our goal has not changed, however the expected outcome on English Learners meeting or exceeding local district assessments was lower than expected. This continues to be an area of need that is addressed in our LCAP actions and goals.

### Goal 3

LEA GOAL: Ensure students access and demonstrate high levels of achievement on Common Core State Standards

SCHOOL GOAL: Ensure students access and demonstrate high levels of achievement on Common Core State Standards

State and or Local Priorities Addressed by This Goal

STATE  1  2  3  4  5  6  7  8  
 LOCAL \_\_\_\_\_

### Annual Measureable Outcomes

#### EXPECTED

Increase number of students by 3% meeting or exceeding standards on the state CAASPP test.  
 100% of teacher will meet the ESEA Act Qualified Teacher Requirements  
 95% of teachers will be observed implementing CC and EL Instructional Strategies.

#### ACTUAL

The district increased the number of students by 3% who are meeting or exceeding standards on the state CAASPP test.  
 The district has attained 100% of teachers considered to be ESSA qualified Teachers. The district has achieved the goal of 95% of teachers being observed implementing CC and EL Instructional Strategies.

### 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	<b>PLANNED</b> Continue to provide up to 2.0 FTE Support Teachers to support EL, Foster Youth and Low Income Students master the Common Core Curriculum. Up to one in grades TK – 3 and up to one in grades 4 – 8.	<b>ACTUAL</b> The district hired 2.0 FTE Support Teachers to support EL, Foster Youth and Low Income Students in mastering the Common Core Curriculum. We have hired an elementary Math Support Teacher and a Reading Support Teacher.
	<b>BUDGETED</b> \$163,657.00 Supplemental Funding	<b>ESTIMATED ACTUAL</b> \$77,371.00 Supplemental Funding

Action  
2

Actions/Services	<p>PLANNED Continue to provide Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies. These staff development activities include; integration of technology, English language development skills, intervention models for math and reading, parent communication, and community engagement.</p>	<p>ACTUAL The district has spent the year on continuous professional development trainings associated with the common core. The professional development has been conducted with emphasis on low income, Foster Youth and English Learner strategies. The staff development activities included: integration of technology, English language development skills, intervention models for math and reading, parent, community engagement and communication.</p>
Expenditures	<p>BUDGETED \$10,000.00 Supplemental Funding \$10,000.00 Title I</p>	<p>ESTIMATED ACTUAL \$1,000.00 Supplemental Funding \$10,000.00 Title I</p>

Action  
3

Actions/Services	<p>PLANNED Provide 2 minimum days during the school year to facilitate additional staff development or teacher grade level collaboration time.</p>	<p>ACTUAL Two additional minimum days were scheduled for staff development and teacher collaboration.</p>
Expenditures	<p>BUDGETED \$0.00</p>	<p>ESTIMATED ACTUAL \$0.00</p>

Action  
4

Actions/Services	PLANNED Provide Common Core materials and software including English Learner support materials.	ACTUAL The district adopted new Language Arts Common Core curriculum. This adoption included English Learner support materials. Staff development was provided to support the new adoption.
Expenditures	BUDGETED \$30,000.00 Supplemental Funding	ESTIMATED ACTUAL \$25,000.00 Supplemental Funding

Action  
5

Actions/Services	PLANNED Continue to provide a teacher on special assignment to assist teachers with lesson development and implementation of the Common Core and Technology Integration.	ACTUAL The district has continued to engage a teacher on special assignment to encourage and coach other teachers with lesson development and technology integration within the common core standards.
Expenditures	BUDGETED \$113,775.00 Supplemental Funding	ESTIMATED ACTUAL \$113,775.00 Supplemental Funding

**Evaluation**

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

The District was able to support both a Math and Language Arts clinician. The district has spent the year on continuous professional development trainings associated with the Common Core. The professional development has been conducted with emphasis on low income, Foster Youth and English Learner strategies. The staff development activities included: integration of technology, English language development skills, intervention models for math and reading, parent, community engagement and communication. Two additional minimum days were scheduled for staff development and teacher collaboration. The district adopted new language arts common core curriculum. This adoption included English Learner support materials. Staff development was provided to support the new adoption. The district has continued to engage a teacher on special assignment to encourage and coach other teachers with lesson development and technology integration within the common core standards.

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

The district increased the number of students by 3% who are meeting or exceeding standards on the state CAASPP test. The district has attained 100% of teachers considered to be ESSA qualified Teachers. The district has achieved the goal of 95% of teachers being observed implementing CC and EL Instructional Strategies.

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

The material differences in estimated actual and budgeted expenditures was close to 50% lower due to not being able to fill both the 2 FTE support teacher positions. Both positions have been filled for this year. In addition, the cost of Common Core support materials and other supplies needs to implement the new curriculum were not as costly as anticipated.

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.

The district was unable to sustain both the Math and Language Arts clinician positions. These continue to be areas of need that are addressed on our LCAP in our goals and actions.

## Goal 4

LEA GOAL: Provide a school wide learning environment that is welcoming to all students and families, provides appropriate social supports for students in need, and that connects students to school.

SCHOOL GOAL: Provide a school wide learning environment that is welcoming to all students and families, provides appropriate social supports for students in need, and that connects students to school.

State and or Local Priorities Addressed by This Goal

STATE  1  2  3  4  5  6  7  8

LOCAL \_\_\_\_\_

### Annual Measureable Outcomes

#### EXPECTED

80% of students will report that they feel safe at school.  
3% decrease in suspension and expulsion rate.  
80% of parents will report that they feel welcome on campus.  
100% of school facilities will score Good on the FIT report.  
Over the course of the year we will have 90% participation of the DELAC / Site Council members.

#### ACTUAL

Last year we administered our own student survey. Our results are as follows:

- 83% of our students report they feel safe at school.
- 85% of our parents report they feel safe when they visit our school.
- We have had eight home suspensions lasting one day or more.
- We have had zero expulsions.
- 100% of our school facilities have scored Good on the FIT report taken each year.
- The participation by our parents in our DELAC/Site Council members has increased beyond the 90% rate.

**ACTIONS/SERVICES**

Action

**1**

Actions/Services	<p>PLANNED Continue to provide bilingual clerical staff in school offices to enhance communication with families.</p>	<p>ACTUAL The district supported families of English Language Learners by increasing a bilingual secretary from part time to full time.</p>
Expenditures	<p>BUDGETED \$32,893.00 Supplemental Funding</p>	<p>ESTIMATED ACTUAL \$37,000.00 Supplemental Funding</p>

Action

**2**

Actions/Services	<p>PLANNED Continue to support a 3.5 hour library tech and increase one additional 3.5 hour tech for the 2016-2017 school year to provide support for all subgroups.</p>	<p>ACTUAL The district supports the library through a library media teacher and two 6-hour library technicians. This is in our continued commitment to support all students in the access to print and reading materials including English Learners, Foster Youth, Socio-Economic Disadvantaged and Low Income.</p>
Expenditures	<p>BUDGETED \$0.00 Base \$20,915.00 Supplemental Funding</p>	<p>ESTIMATED ACTUAL \$0.00 Base \$21,549.00 Supplemental Funding</p>

Action  
3

Actions/Services	<p><b>PLANNED</b> Continue to provide art experiences for all students to provide positive connections to school.</p>	<p><b>ACTUAL</b> The district has continued art experiences to provide positive connections to school in order to meet the needs of all students. Funding for the art teacher has increased by 20% to 100%. Some examples of schoolwide art experiences are: School Garden and STEAM.</p>
Expenditures	<p><b>BUDGETED</b> \$58,630.00 Base \$15,635.00 Supplemental Funding</p>	<p><b>ESTIMATED ACTUAL</b> \$58,630.00 Base \$15,635.00 Supplemental Funding</p>

Action  
4

Actions/Services	<p><b>PLANNED</b> Continue to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to a maximum of 1.0 FTE. This will be based on enrollment and funding ability.</p>	<p><b>ACTUAL</b> The district has continue to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to .85 FTE. This will continue to be based on future enrollment and funding ability.</p>
Expenditures	<p><b>BUDGETED</b> \$43,016.00 Base \$26,364.00 Supplemental Funding</p>	<p><b>ESTIMATED ACTUAL</b> \$36,206.00 Base \$22,190.00 Supplemental Funding</p>

**Evaluation**

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

The district has continued to provide bilingual clerical staff support in our school offices to support and enhance communication with our families. This is in our continued commitment to support all students in the access to print and reading materials including English Learners, Foster Youth and Socio-Economically Disadvantaged. The district has continued art experiences for all students to provide positive connections to school. The district has continued art experiences to provide positive connections to school in order to meet the needs of all students. Funding for the art teacher has increased by 20% to 100%. Some examples of schoolwide art experiences are: School Garden and STEAM. The district has continued to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to .85 FTE. This will continue to be based on future enrollment and funding ability.

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

Last year we administered our own survey to determine students' feelings towards school climate. This year 83% of our students report they feel safe at school. Our suspension rate has remained rather stable. Our current suspension rate shows 8 at-home suspensions of one day or greater. We have had zero expulsions. 85% of our parents have told us they feel safe in our schools. All of our school facilities have scored Good on the FIT report taken each year. The participation by our parents in our DLAC/Site Council members has increased beyond the 90% rate.

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

The material differences in estimated actual and budgeted expenditures significantly increased to staff salary schedules which based on the employees associated with this goal significantly increased expenditures over original estimates. An additional Library Tech was also hired which increased expenditures. The school counselor was only .80 FTE due to enrollment numbers, resulting in a decrease in costs for that action.

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.

There were no significant changes, expected outcomes, metrics, or actions as a result of our data analysis related to this goal. We will continue to maintain steady progress in this area as address by our LCAP goals and actions.

## 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 development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

LCAP Advisory Committee - The McSwain Advisory Committee met a number of times to go over the LCAP (Jan 10<sup>th</sup>, Jan 26<sup>th</sup>, March 20<sup>st</sup>, March 27<sup>th</sup>, April 10<sup>th</sup> and May 22<sup>nd</sup>). On June 13, the final LCAP as presented to the LCAP Committee. Any questions or comments will be addressed before the public hearing on the LCAP, LCFF, and budget review. The committee is comprised of parents, certificated staff, students, community members, principals, MTA representatives, the superintendent, and other district staff.

McSwain Teachers' Association – On May 9<sup>th</sup>, MTA reviewed and discussed the most current LCAP update.

California School Employees Association – On May 9<sup>th</sup>, CSEA review and discussed the most current LCAP update.

Parents and Students - on February 23<sup>rd</sup>, parents and students were invited to attend an informational meeting designed to more fully educate the community on our District LCAP and how it will directly impact their educational experiences. This meeting fully covered LCFF and LCAP. On March 15<sup>th</sup> (Report Card Night) and March 30<sup>th</sup> (Open House) District staff was also available to discuss LCAP and LCFF and any other questions parents might have regarding them. Posters and banners were set up around the campus with the District's Goals and Actions listed. Surveys were handed out at all 3 events. Student Leadership met on April 6<sup>th</sup> to discuss LCAP and impact on our site.

The Community at Large – During the February 28<sup>th</sup> McSwain Foundation meeting a presentation on LCAP and LCFF was presented by the Superintendent and community members were given an opportunity to ask questions and discuss the topics. McSwain Foundation is comprised of parents, community members and community business owners.

District Staff - Monthly Faculty Meetings were held to obtain input on LCAP development during the months of February, March, and April. Administrative Council Meetings were held monthly and LCAP was agendized each month. The LCAP development and the progress was reviewed at each meeting (August 2016 through June 2017).

District English Language Advisory Committee - DELAC and School Site Council met on January 30<sup>th</sup>, LCAP and LCFF information was reviewed in both English and Spanish.

The district assistant principal also holds bi-monthly coffee chat meetings with Parents of English Language Learners. The superintendent also attended the February meeting and presented the LCAP in Spanish.

The School Board – As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval process throughout the process.

- Monthly School Board Meetings were held and the LCAP development was agendized each month.
- The LCAP draft was presented as information at the May 9<sup>th</sup> meeting.
- The School Board adopted the LCAP on June 29<sup>th</sup>.

Survey Results - Over sixty surveys were returned by parents and staff. This represents an increase of over 25% from the prior year.

School Site Council and District English Language Advisory Committee nominations were turned in on August 25, 2017. Elections were held at Back to School Night on August 29. Meetings have been held on October 4, 2017, December 4, 2017, and March 12, 2018. The next meeting will be in May of 2018.

## IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

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

The information received during the engagement activities listed above demonstrate the stakeholders concern for the education of our children. Our engagement discussions were held based on (1) what is already in place but may require improvements, (2) what is already in place but can be eliminated, and (3) ideas or suggestions to best support student learning via the eight state priorities that should be considered but are not already in the LCAP.

Stakeholder engagement feedback showed that the district should prioritize its efforts as follows:

1. Improve academic achievement (State Priority 4)
2. Improve campus climate and culture (State Priority 6)
3. Improve access to educational technology in an equitable manner (State Priority 2)
4. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the schools (State Priority 3)

These priorities are a direct result of the feedback and engagement from our stakeholders including, but not limited to the following:

Some of the recommendations that actually resulted in modifications, additions or deletions include the following:

- Simplification of our actions to meet our goals – incorporated into LCAP metrics used to demonstrate goal attainment
- Provided positive behavior strategy training for our school sites – Incorporated into Goal 1
- Create campus environments that support acceptance and tolerance – Incorporated into Goal 1
- Develop collaborative and project based learning like School Garden and STEAM – Incorporated into Goal 2
- Continue to provide teachers with greater professional learning that support lessons that require critical thinking and problem solving – Incorporated into Goal 2
- Continue to provide additional academic support opportunities for students during class time and after school – Incorporated into Goal 2
- Continue to provide additional professional learning for available instructional technology for students and teachers – Incorporated into Goal 2
- Provide additional and continued classroom and personal technology to support learning – Incorporated into Goal 3



## 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.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Laurie Havel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Lanum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esperanza Gonzalez-Victor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Halpin-Ramsey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Crowden-Smoot	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Machado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Bernard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jason Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kellie Leach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bree Migliazzo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carmen Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of members in each category	1	3	2	5	0

<sup>1</sup> 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.

New     
  Modified     
  Unchanged

<b>Goal 1</b>	LEA GOAL: Maximize the learning environment for all students to perform at high levels and demonstrate 21 <sup>st</sup> century skills.
	SCHOOL GOAL: Maximize the learning environment for all students to perform at high levels and demonstrate 21 <sup>st</sup> century skills.

State and/or Local Priorities Addressed by this Goal

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

Identified Need from the Annual Evaluation and Analysis

Although class TK - 3 sizes were under the 24:1 ratio, the district was fairly close to not meeting it. Average daily attendance rate was down from the prior year and absenteeism increased from the prior year. Stakeholder meetings revealed concern regarding attendance. We will maintain a 0% middle school dropout rate.

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Class size TK-3 24:1 4-8 32:1	TK-3 21.84 4-8 25.35	TK -3 < 24:1 4 - 8 < 32:1	TK -3 < 24:1 4 - 8 < 32:1	TK -3 < 24:1 4 - 8 < 32:1
Increase Average Daily Attendance	96.87%	97.08%	97.29%	97.5%
Decrease chronic absenteeism	3%	2.5%	2%	1.5%

Increase graduation rates	98.1%	98.4%	98.7%	99%
Middle School Drop Rate	0%	0%	0%	0%
Teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100%	100%	100%	100%

**PLANNED ACTIONS/SERVICES**

Action 1

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Continue to staff at appropriate levels to maintain stated class size goals and to increase English Learner access to grade level standards.	Certificated Staff	Maintain FTEs established between the 14-15 school year and 17-18 school year	\$112, 520.00 Supplemental Funding  \$23, 765.00 Title II

## Action 2

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Continue to fund Director of Technology position to support the LAN and provide support for technology in the classroom as used for Common Core Instruction and Integration. Provide one on one technical support and training to teachers on how to incorporate technology as a tool to deliver Common Core Instruction to English Language Learners, Foster Youth and Low Income students.	Director of Technology	Maintain support for Common Core instruction and integration as it relates to technology implementation throughout 2017-2018 school year.	\$33, 601.00 Supplemental

### Action 3

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Administrators will identify struggling students in 7th & 8th grade at risk of non-grad status and provide additional appropriate support.	Administrators	During school year	\$12, 282.63 Base

New       Modified       Unchanged

## Goal 2

LEA GOAL: Develop student literacy in all content areas and provide support for struggling students.

SCHOOL GOAL: Develop student literacy in all content areas and provide support for struggling students.

State and/or Local Priorities Addressed by this Goal

STATE     1     2     3     4     5     6     7     8  
 LOCAL \_\_\_\_\_

Identified Need from the Annual Evaluation and Analysis

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Increase in reclassification rate of ELL Students as measured by prior year's percentage	10% reclassification rate	2% increase	2% increase	2% Increase
CELDT reading	21%-28% EA/A = 8% increase	4% increase	4% increase	4% increase
CELDT writing	35%-41% EA/A = 6% increase	4% increase	4% increase	4% increase
CELDT listening	71%-72% EA/A = 1% increase	3% increase	3% increase	3% increase
CELDT speaking	80%-80% EA/A = 0% change	3% increase	3% increase	3% increase
Students will receive a broad course of study that is demonstrated by the master schedule.	100%	100%	100%	100%

Students will have access to sufficient core instructional materials as measured by Board Resolution.	100%	100%	100%	100%
Students will have access to programs and services developed and provided to unduplicated pupils.	100%	100%	100%	100%
Students will have access to programs and services developed and provided to individuals with exceptional needs.	100%	100%	100%	100%

**PLANNED ACTIONS/SERVICES**

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
We will continue to provide an English Language Institute prior to the start of school in support of EL students. Incentives and transportation will be provided to increase participation rates.	Principal, Teachers	Identify prior to end of 2018 school year; service prior to 2019 school year	\$1,000.00 Base \$8,624.00 Supplemental

## Action 2

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Continue to provide – 3.5 hour bilingual aides to assist English Language Learners and the Common Core Curriculum.	Library Bilingual Aides	During school year	\$75,822.00 Supplemental  9,110.00 Title III

### Action 3

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide two six week blocks of instructional tutoring for 2 days per week for struggling students in grades TK – 3. This will assist in bringing these students up to grade level.	Principal, Teachers	Identify at-risk students in trimester 1, provide targeted instruction. Identify at-risk students in trimester 2, provide targeted instruction.	\$15,676.00 Base \$26,567.00 Title I

## Action 4

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Hire Read 180 teacher to assist with reading remediation for all students.	Administrators, Read 180 teacher	During school year	\$46,884.85  Title I

## Action 5

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Hire Resource Aide for Read 180 class	Administrators, Read 180 teacher, Read 180 aide	During school year	\$9443.83  Title I

New       Modified       Unchanged

# Goal 3

**LEA GOAL:**  
Ensure students access and demonstrate high levels of achievement on Common Core State Standards.

**SCHOOL GOAL:** Ensure students access and demonstrate high levels of achievement on Common Core State Standards.

State and/or Local Priorities Addressed by this Goal

STATE     1     2     3     4     5     6     7     8

LOCAL \_\_\_\_\_

Identified Need from the Annual Evaluation and Analysis

Target professional development to enhance educational opportunities and effectiveness for low income, Foster Youth & English Learners.

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Overall CAASPP ELA	22.2 points above level 3	27.2 points above level 3	32.2 points above level 3	37.2 points above level 3
Overall CAASPP Math	18.1 points below level 3	13.1 points below level 3	8.1 points below level 3	3.1 points below level 3
Percent of Teachers properly credentialed with no mis-assignments or vacancies.	95%	97%	98%	100%
Students will have access to Common Core aligned curriculum by the end of the school year	100%	100%	100%	100%

Common Core State Standards will be implemented as measured by observation and review of lesson plans	100%	100%	100%	100%
English Learners will have access to State Standards and ELD Standards as measured by observation and review of lesson plans	100%	100%	100%	100%

**PLANNED ACTIONS/SERVICES**

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide up to 2.0 FTE Support Teachers to support EL, Foster Youth and Low Income Students master the Common Core Curriculum.	Principal, Support Teachers	During school year	\$234,264.00  Supplemental

## Action 2

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Continue to provide Teacher Induction Program for all new Teachers and Teacher professional development opportunities in the common core with emphasis on low income, Foster Youth and English Learner strategies.	Principal, Induction Mentor Teachers	During school year	\$14,500.00 Base

### Action 3

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide weekly minimum days during the school year to facilitate additional staff development and or teacher grade level collaboration time.	Principal	During school year	\$3,189.00 Base

## Action 4

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input type="checkbox"/> Schoolwide <b>OR</b> <input checked="" type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
<input checked="" type="checkbox"/> Counselor and administration will identify and support foster youth academically and socially.	Administrators, counselor	During school year	\$0.00 Costs associated with goal 4, action 3

**PLANNED ACTIONS/SERVICES**

Action 5

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide substitutes for teachers attending professional development trainings.	Principal	During school year	\$13,232.00  Title I

New       Modified       Unchanged

# Goal 4

**LEA GOAL:**

Provide a school wide learning environment that is welcoming to all students and families, provides appropriate social supports for students in need, and that connects students to school.

**SCHOOL GOAL:** Provide a school wide learning environment that is welcoming to all students and families, provides appropriate social supports for students in need, and that connects students to school.

State and/or Local Priorities Addressed by this Goal

STATE     1     2     3     4     5     6     7     8  
 LOCAL \_\_\_\_\_

Identified Need from the Annual Evaluation and Analysis

Maintain the strong family support for students and staff to ensure a positive school climate.

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Parent survey indicating percentage feeling welcome on campus	80%	86%	88%	90%
Parent survey indicating percentage feeling safe on campus	To be determined in 17-18 with preliminary school safety/climate survey.	80%	82%	84%
Student survey indicating percentage feeling welcome on campus	To be determined in 17-18 with preliminary school safety/climate survey.	80%	82%	84%
Student Healthy Kids Survey indicating percentage feeling safe on campus	75%	78%	79%	80%

Teacher survey indicating percentage feeling welcome on campus	To be determined in 17-18 with preliminary school safety/climate survey.	80%	82%	84%
Teacher survey indicating percentage feeling safe at school	To be determined in 17-18 with preliminary school safety/climate survey.	80%	82%	84%
Percentage of school facilities scoring Good or Better on FIT Report	100%	100%	100%	100%
Suspension Rate	<1%	Decrease of .05%	Decrease of .05%	Decrease of .05%
Percent Participation of DLAC/ Site Council (Based on legal requirements)	90%	92%	95%	98%

**PLANNED ACTIONS/SERVICES**

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input type="checkbox"/> Schoolwide <b>OR</b> <input checked="" type="checkbox"/> Limited to Indicated Student Group(s)

**2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Increase one bilingual clerk to full time and continue other bilingual clerk positions to provide bilingual clerical staff in school offices to enhance communication with families.	Principal, Bilingual Clerical Staff	During school year	\$22,155.00 Supplemental

## Action 2

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Continue to support two 3.5 hour library techs and provide support for all groups.	Principal, Library Technicians	During school year	\$8,664.00 Supplemental

### Action 3

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Continue to provide counseling services to students who struggle in either a social or academic setting by increasing the number of service days up to a maximum of 1.0 FTE. This will be based on enrollment and funding ability.	Principal, Counselor	During school year	\$22,815.00 Supplemental





## 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.

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
B.E.L.I.E.F. Training	August 2017- June 2018	Training and coaching of all staff to learn new EL instructional strategies	\$750	Title III
Front Row Training & Implementation	January 2017-June 2018	Ongoing student assessments and data reflection	\$10,932	Unrestricted

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.

<sup>2</sup> 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/fg/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"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

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

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$102,673.00	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (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).	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$23,765.00	<input type="checkbox"/>

<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$9,110.00	Title III funds may not be consolidated as part of a SWP <sup>3</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

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

<sup>3</sup> 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 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.

## 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.
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.
6. This SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_ .

Attested:

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## **Addendum -- 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.<sup>4</sup> 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.<sup>5</sup>

*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.<sup>6</sup>

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

<sup>5</sup> *EC* Section 64001(g)

<sup>6</sup> *EC* Section 64001(a)

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.<sup>7</sup> Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.<sup>8</sup>
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.<sup>9</sup>
5. The content of the plan must be aligned with school goals for improving student achievement.<sup>10</sup>
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.<sup>11</sup>
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.<sup>12</sup>

### **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:

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<sup>7</sup> EC Section 64001(d)

<sup>8</sup> EC Section 64001(g)

<sup>9</sup> EC Section 64001(f)

<sup>10</sup> EC Section 64001(f)

<sup>11</sup> EC Section 64001(h)

<sup>12</sup> EC Section 64001(g)

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.

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,”<sup>13</sup> 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.

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

- **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.

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 Evaluation](#)

[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, mark the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, mark 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.

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:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- 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 participating in Choice 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

### 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, or to the planned location of the actions/services provided.

### 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 demonstrates the effectiveness?
- Explain material differences between Budgeted Expenditures 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, as applicable. 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, 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, other school personnel, parents, and pupils in developing the SPSA. 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.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, mark the appropriate SPSA year, and describe the stakeholder engagement process used to develop the SPSA and Annual Evaluation. When developing the SPSA in year 2 or year 3, mark the appropriate SPSA year and 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 and analysis 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.

## **Appendix A: Guiding Questions\***

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils, including, but not limited to, English learners, low-income pupils, and foster and homeless youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) 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?
- 6) 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 School Site Council members and other applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils; teaching and instructional support staff; classified staff) 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 its engagement processes?
- 5) 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 state and local priorities?

### **Guiding Questions: Goals, Actions, and Services**

- 1) How have the unique needs of the school been evaluated to inform the development of meaningful school site goals and actions (e.g., input from site level advisory groups, staff, parents, community, pupils; evaluation of school plan(s); in-depth school level data analysis, etc.)?

- 2) What are the unique actions for unduplicated pupils and groups that are different from the school's goals for all pupils?
- 3) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 4) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address state or local priorities?
- 5) What information was considered/reviewed for subgroups of pupils, including, but not limited to, English learners, low-income pupils, and foster and homeless youth?
- 6) What actions/services will be provided to all pupils, to subgroups of pupils, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the SPSA?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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 from questions prepared by the California Department of Education, October 2016*