Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.10

Board of Education Action Item
June 11, 2019

Topic:
Single Plan for Student Achievement

Background:
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.

The School Site Council (SSC) is required to develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually.

8.10.1 Pioneer Technical Center
8.10.2 Madera County Independent Academy
8.10.3 Madera County Superintendent of Schools

Fiscal Impact:
$588,000.00

Resource:
Steve Carney
Deputy Superintendent

Recommendation:
Approval of the School Plan's for Student Achievement

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

Addendum: Regulatory requirements and general instructions.

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

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

LEA Name	Contact Name and Title	Email and Phone
Pioneer Technical Center	Alan R. Macedo Principal	amacedo@mcsos.org 559-664-1600

2017-20 Plan Summary

The Story

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

Pioneer Technical Center (PTC) is an Independent Studies Charter School, authorized by the Madera County Superintendent of Schools, and serves 358 high school students in grades 9 through 12. In 2018, the MCIA Independent Studies program (9-12) was merged onto the prior Enterprise Secondary School (ESS) and the new Pioneer Technical Center was formed. The school, located in the city of Madera, has maintained its accreditation by the Western Association of Schools and Colleges since its first year of operation. A second site opened in August 2014 in the city of Chowchilla and currently has an enrollment of about 70 students. The student body of both PTC sites consists of a blended-learning model and traditional independent study program. This approach allows for the incorporation of instruction in core academic courses, full independent studies, or a choice of an occupational program in one of two career strands. Career Technical Education (CTE) programs in Child Development and Construction Trades, are a key part of the program to engage students into two of the Career and Technical Educational pathways.

Both PTC Madera and Chowchilla sites serve a high-risk student population traditionally enrolled in programs provided by Madera County Superintendent of Schools. While the program is open to all students, the target population consists of educationally disadvantaged students; many of whom are behind in credits, not progressing academically on a traditional campus or have dropped out of school, not expecting to graduate with their cohort. PTC graduates approximately 52% of the students who enter the program, with many being 5th year seniors. Attendance is a key to success. Prior to enrolling at PTC, students would attend school about 50% of the time, but PTC's current daily attendance averages about + / - 80% between the two programs.

Pioneer Technical Center opened its doors in 2002 with 24 students and currently enrolls 358 students; approximately 18.7% of whom are English Learners with Spanish being their first language. Based on the October 2018 CBEDs data, the current student body of PTC Madera and Chowchilla is 358 students. 73.2% Hispanic, 11.2% Caucasian, 2% African American, 2% are two or more races, 1% Native American, .8% Asian and 9.8% not reported. The majority of our students come from socio-economically disadvantaged families, as 93% qualify for the National Lunch Program. Approximately 4% of PTC students have identified special needs. The vast majority of these students enter the program with existing Individual Education Plans (IEPs) from other districts. Service delivery models include one-on-one instruction, small group, and whole classroom instruction, utilizing special education staff, in a push-in model, to support student learning in an inclusive setting. Instructional strategies and actions / services are implemented to benefit all student groups, including those specifically identified in this document.

During the 2014-2015 school year, the original PTC Madera site had its 3-year WASC review as a follow up to the 6-year accreditation. As stated above, in 2018, MCIA's 9-12 students and PTC Madera, was merged to combine the traditional Independent Studies Program with a Blended-model Independent studies program. In November, 2018, the newly formed PTC was visited again by the WASC Committee, and received a 2-year Accreditation, with Probationary Status, with a follow-up visit in 2021. The PTC vision and mission continues to focus on helping students with diverse backgrounds, who have not been successful, and ensure they succeed by attending college or entering the work force with a technical skill.

This expansion of the Career and Alternative Educational Services (CAES) division and newly combined PTC campus, has created greater opportunities for students who are deficient in credits, expelled, adjudicated youth, foster, homeless, teen-parent or after-care students who are currently on probation. All of these students benefit from the instruction, interventions and services provided at our school sites.

SPSA Highlights

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

Pioneer Technical Center LCAP focuses on three major goals:

1. PTC students will achieve higher levels of learning to prepare them to be college and career ready. A focus will be on professional development for staff, support to EL students and a review of curriculum to address the needs of all PTC students.

2. PTC will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment. PTC will provide counseling support, opportunities for student engagement and extensive support for foster youth in the program.

3. PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family. A focus will be on improving outreach and communication with parents to improve home to school collaboration.

Needs Assessment -- REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self - assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low - income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS 1. To increase student achievement, PTC staff has received several all staff developments during the 2018-19 school year. PTC Madera had 36 calendared "Late-start" Fridays (7:30 - 8:45 a.m.) with the 4 staff development days being dedicated to Technology Integration (Google Classroom, Odysseyware and Project-driven learning) 4 additional days were dedicated to all-CAES staff development for curriculum-driven, best-practices (Quick-writes, ELD training, Relationship Building and Reading for Comprehension) An all-CAES Online Assessment tool (iReady) has also been approved and purchased to serve our students as a diagnostic and curriculum tool. In addition, students involved in the CTE pathways (Construction and Child Development) have also participated in CTE / ROP Career Tech Expo at Chukchansi Park in Fresno, GRID Solar-Panel Installation and Manufacturing Day here in Madera. Child Development students have participated in multiple local events including: Gould Carnival, EEC site observations and support, and the Madera Career Skills Challenge. These experiences, coupled with the scheduled opening of the new CTE Facility in the Fall of 2019, will provide a greater variety of career pathways for our PTC students.

2. PTC provides social / emotional support and well-being for all students. We currently have three Counselors and one School Psychologist. One of our counselors specializes in Foster Youth and Homeless students and provides regularly the FYH Roundtable to collaborate with the CAES Leadership Team to ensure all staff are aware of the current Assembly Bills that cover Foster, Homeless and Adjudicated Youth. In addition, Site Leadership has an active supervision schedule that incorporates all staff for daily and weekly supervision, to ensure the campus is safe and supervised properly. As a result, there has only been one physical altercation this year and a reduction in suspensions by over 50%. Positive Behavior incentives are provided as well to reward students for good behavior and they are acknowledged in our quarterly awards assemblies for PTC Academics, PRIDE, Athletics and Attendance.

3. Stakeholder participation has gradually increased this year, evidenced by the PTC WASC visitation input, All CAES School Site Council (SSC) formation in the Fall of 2018, and the recent LCAP stakeholder input received. In addition, PTC Madera held its annual "Back to School" Day on Friday, October 5th from 9:00 a.m. to 2:45 p.m. About 70 students and Parents attended the event and our Senior Appreciation / Community Event is scheduled for Friday, 5/31st from 11:00 - 1:00 p.m. This event will share the celebrations of the Graduating Seniors and the Community involvement of PTC.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators.

In addition to analyzing PTC and MCIA's Dashboard scores for 2017-18 CAASPP. All Progress indicators, with the exception of MCIA's suspension rate (Blue) and Chronic Absenteeism (Orange), ALL categories were in the RED performance zone. PTC staff reviewed individual state testing scores and identified the need for improvement in Core Academic performance areas. In 2017-18, the ELA scores at level 3 (met standards) dropped from 14% in 2016 to 8% in 2017. English Learners dropped in level 2 (nearly met standards) from 17% in 2016 to 7.14% in 2017. In Math the scores for all students scoring at level 2 dropped from 10% in 2016 to 6% in 2017. On the CDE Dashboard for 2017-18, ELA dropped 31.4 points below standard and in Math, a drop of 26.1 points below standard on the PTC campus, and at the MCIA campus, a drop of 3.2 point in ELA and a drop in 4.5 point below standard, is also recorded. No PTC student has met standards in Math from 2016 - 2018. As a result, Math and ELA are the two areas of greatest need. To address these issues of low performance, PTC implemented the Blended Independent Studies (BIS) program to address CORE academic student needs, with the goal of individualizing instruction, intervention, project-based and collaborative learning model. Goal 1: Action 8

In order to increase reclassification of EL students, there is a need to continue to improve services, rewrite the EL Master Plan, and implement an additional assessment that will meet the criteria for reclassification in conjunction with the ELPAC. To address this, PTC will implement an the LAS Links assessment program. As several similar districts are using this program to support English Learners, it could be used for all CAES students and would allow us to gather data on reading, writing, speaking, and listening; which are the domains assessed on the ELPAC. The use of this assessment would also be used to meet English Learner reclassification criteria, which has been absent from the program. Goal 1: Action 2.

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

PERFORMANCE GAPS

Goal 1 - Action #8 - All students listed in the above demographics (All, Hispanic, Caucasian, African-American or Native American, Asian, Socio-Economically Disadvantaged, EL, Homeless and Foster Youth, two or more races and Students with Disabilities) are currently in the RED level indicator on the DASH board in the following areas: Chronic Absenteeism, Suspension, Graduation, English and Mathematics and College / Career pathways.

Goal 1 - Action #2: Specific Action Plans for the above areas include the following:

Chronic Absenteeism - Working with families / students to address the importance of attending school on a regular basis. All PTC Independent students are required to agree to and sign a contract that clearly outlines their attendance requirements to be enrolled in our program. PTC Leadership works closely with Madera County Probation to monitor students Adjudicated youth and their attendance. MCSOS Board Policy 5220, follow a strict 3-week student attendance window that is supported by phone / home contact, a mandatory truancy letter and a meeting with the Principal, to determine if students will qualify to remain in the PTC program. Students who attend regularly, do significantly better in academics and are rewarded at our quarterly PBIS PRIDE awards ceremony.

Suspension Rates - This has dropped significantly from 49 suspensions in 2017-18, to 23 suspensions in 2018-19. This is attributed to several factors; a more positive and proactive approach to discipline at PTC, more Tier 1 and Tier 2 interventions at the classroom level (Time-to-Teach and Progressive discipline) and the Principal bringing both the Restorative Justice and Conflict Resolution Practices to the campus. These interventions, coupled with professional growth and development on Relationship Building at the beginning of the year, has contributed to the decrease in altercations, referrals and ultimately, suspensions on campus. This will be highlighted in the DASS Board data for 2019-20.

Graduation Rates - To increase graduation rates at PTC, students were reclassified, based on their actual completion of credits versus their number of years in school. This recalibration gives a more accurate level of student achievement to graduation ratio. As a result, data is predicted to more accurate for graduation rates on the 2019-20 DASS Board. Results of this reclassification were implemented in the Spring of 2019.

English Language Arts / Mathematics - CORE curriculum for ELA / Math has been a target focus at PTC for years. As reading comprehension is critical for success in all content areas, mandatory lesson planning has included CCSS standards, EL standards with a shift towards rigor and relevance. In addition, weekly Professional Learning Communities (PLCs) are driven by data from teacher shared best practices and the online Odysseyware program provides the technology integration for credit recovery at both the PTC campuses. The purchase of the iReady program will allow all CAES students to benefit from being able to be assessed diagnostically upon entry into each of the programs.

College and Career Readiness - The two current pathways provided at PTC are Interior Construction and Child Development. Both programs are offered to all PTC Full Independent Studies (FIS) and Blended Independent Studies (BIS) students. The program has grown in popularity as the population of PTC has grown from 304 students in 2017-18 to 358 in 2018-19. Finally, the much anticipated opening of the new CTE building will potentially draw more students to this CCR pathway, as the building / facility is scheduled to be opened for the school year 2019-20.

English Language Learners - As the CELDT Test for English Learners is no longer utilized for EL, the new test, or ELPAC, was fully implemented this year. With the new classifications for EL growth and progress: Emerging, Bridging and Expanding, focus on student instruction was shifted to Designated ELD classes and Integrated ELD strategies for Blended / Full Independent classes. Training for these strategies was provided to all CAES staff training in the Fall of 2018, and again for the PTC teachers.

Specific English and Mathematics - Student Achievement: As these two CORE areas are currently in the RED – Below Standards on the 2017-18 Dashboard. Goals for improving student achievement include having qualified and credentialed teachers, standards-based instruction, collaborative and data-driven PLCs, effective and relevant professional growth and development, Frequent checking for understanding, common formative and summative assessments, rigor and relevance, technology integration and effective, project-based student engagement.

Career and College Readiness - With the new blended model and merger of MCIA to the PTC campus, the population of PTC Madera climbed to its current 358 students. ROP / CTE teachers had daily access to Full Independent Studies students (FIS) to recruit them to the two programs: Child Development and Introduction to Construction. With the new Construction Building scheduled to open in the Fall of 2019, we anticipate a greater draw towards this career pathway and more.

SUPPLEMENTAL SERVICES

PTC is committed to providing a successful educational experience by maintaining a safe and smaller learning environment with a low teacher to student ratio. Academic supports also include many opportunities to help students who are behind on credits to graduate. PTC Full Independent Studies Program (FIS) or Blended Independent Program (BIS) both provide individual academic advising and all 358 + students have access to an academic counselor. Students at PTC also have options to take online credit recovery through the Odyssey Program in order to earn credits towards graduation.

PTC employs a designated EL teacher for ELD classes and a TSA or Teacher on Special Assignment to provide assistance in meeting the needs of English language learners. PTC also provided extensive training and support services from ELA, EL, and a Math Specialist / Consultant from the Madera County Superintendent of Schools, to address student needs for the school year 2018-19.

Finally, a strong support program exists for foster youth, which includes a designated PPS counselor who provides academic counseling and oversees workshops, career exploration, transportation, and child care options, as well as being a liaison with public health services.

BUDGET SUMMARY—2018-19

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

DESCRIPTION	AMOUNT
Total School Con App Allocation for SPSA Year (Must match district).	$6,649
List Actions/Services Funded by Con App Allocations:	
All funds are budgeted at the LEA Level. All Title I funds are expended for centralized Services.	Supporting Effective Instruction Amount — Source $6,649 — Title II, A
Total School Con App Allocation Expenditures for SPSA Year	$6,649

Annual Evaluation and Needs Assessment SPSA Year Reviewed: 2018-19

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

Goal 1

PTC will provide every student with the opportunity for individual achievement that prepares them for success to enter college or be career ready after graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services; (2) Implementation of State Standards; (4) Student Achievement; (5) Student Engagement; (6) School Climate; (7) Access to Courses; (8) Other Student Outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase number of reclassified English learners (EL) students and provided focused EL professional development.	The number of reclassified students did not grow from 2017-18.
Continue dedicated professional development for the implementation of CCSS as evidenced by staff meeting agendas, professional development calendars, teacher workshops and developed CCSS lesson plans	Focused professional development was provided to all PTC and CAES staff. Professional staff development in areas of increasing student engagement and Achievement, Building Relationships, Quick Writes and CDE DASHboard, was provided for the entire CAES division in four Professional Developments.
Increasing the percentage of students meeting or exceeding standard on student statewide assessments.	6% of PTC students passed ELA and 0% passed Math on the CAASSP.
Meet a 95% participation rate in the statewide assessments.	The 95% participation rate on statewide assessments was achieved.
Maintain or increase the number of students completing Career Technical Education (CTE) course offerings and meeting or exceeding standard	There was an increase in students entering the CTE courses due to the new PTC Blended Model. However, all students did not complete the CTE courses

Maintain seat-time percentage and decrease suspension rates since expulsions do not apply	Suspension rates decreased dramatically for 49 in 2017-18 to 23 in 2018-19 due to a new approach to progressive discipline, Tier 1 in-class interventions, conflict resolution and relationship building strategies with students.
Maintain or increase the number of diplomas awarded, which is a more appropriate measurable outcome than increased graduation rates, dropout rates of A-G courses based upon the student population served.	Pioneer Technical Center graduation rate measured as a state indicator on the dashboard as Red as 37/67 graduates or 55% for the 2017-18 school year. The number of students scheduled to graduate in 2018-19 is 84 for the combined PTC campuses.
Increase the number of students meeting or exceeding their goal for credit recovery. Based upon student population Advanced Placement exams are not administered and there is currently no participation in the Early Assessment.	Data was not available on credit recovery goals.
Maintain 100% of teachers appropriately credentialed.	100% of teachers were appropriately credentialed.

ACTIONS / SERVICES

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will offer a CTE program with relevant pathways in Construction and Child Development that help prepare students with career and life skills. A new CTE building will be completed in 201819 and CTE programs will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding additional viable career pathways. Online CTE courses will be offered through Odysseyware.	ACTUAL PTC offered a CTE program with relevant pathways in Construction and Child Development that helped prepare students with career and life skills. A new CTE building was constructed in 2018-19 and CTE programs will be moved into the new facility during the 2019-20 school year. Staff and administration will continue to explore the possibility of adding additional viable career pathways. Online CTE courses were also offered through Odysseyware	BUDGETED 1.005-1 Sal & Benefits $180,900 Sup & Con	ESTIMATED ACTUALS Sal & Benefits $180,900 Sup & Con

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will provide targeted support for EL students. Professional development in best practices will be provided to all staff A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant	ACTUAL PTC provided targeted support for EL students. Professional development in best practices was provided to all staff in BIS staff PD and a new EL master plan is being developed to provide support along with an EL consultant from MCSOS.	BUDGETED 1.01-1 Salaries & Benefits $63,200 LCFF S&C $16,300	ESTIMATED ACTUAL Salaries & Benefits $63,200 LCFF S&C $16,300 Title I $46,900

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
with MCSOS.		Title I $46,900	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will develop teams of teachers and administrators in PLC format to analyze data and make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curriculum and standardized tests.	ACTUAL PTC developed teams of teachers and administrators in a PLC format to analyze data CAASPP / CDE / Dashboard data and make recommendations to drive instruction. Teachers had collaboration time and shared findings with staff to highlight successes and deficiencies in the areas of curriculum and standardized testing.	BUDGETED 1.02-1 Salaries & Benefits $15,400 LCFF Base	ESTIMATED ACTUAL Salaries & Benefits $15,400 LCFF Base

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED: PTC will provide opportunities for professional development for all staff. Scheduled staff meetings on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development	ACTUAL PTC provided opportunities for professional development for all staff. Scheduled PLCS on Fridays and designated CAES professional (4) development days were used to address best practices. Collaboration time was provided on topics relevant to the needs of the PTC staff and the needs of PTC students. Teachers were encouraged to attend professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math form MCSOS provided professional development as well.	BUDGETED 1.03-1 Sal & Benefit $52,800 LCFF Base $20,500 LCFF Base $63,600 College Readiness Grant	ESTIMATED ACTUAL Sal & Benefit $52,800 LCFF Base $20,500 LCFF Base $63,600 College Readiness Grant

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Administration and staff will review and provide updated standards aligned curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate	ACTUAL Administration and staff reviewed and provided updated standards and aligned curriculum to ensure that it promoted higher levels of learning and teachers were providing engaging rigorous lessons that incorporated	BUDGETED 1.03.5-1 Sal & Benefits $7,800, $20,000 LCFF Base	ESTIMATED ACTUAL Sal & Benefits $7,800, $20,000 LCFF Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the use of technology. PTC administration will ensure all students are provided with needed technology resources to maximize learning. Special focus will be on development of blended independent study program in core areas with project based learning.	the use of technology. PTC ensured all students were provided with needed technology resources to maximize learning. Special focus was on development of blended independent study program in core areas with project based learning emphasis.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services, tutoring, credit recovery, career technical education, and academic support classes in EL and Math for independent study students.	ACTUAL Academic supports were provided to students to assist them in preparation of graduation. Students were offered college and / or career opportunities. Supports included academic counseling services, tutoring, credit recovery, career technical education, and academic support classes in EL and Math for independent study students.	BUDGETED 1.04 - 1 Salaries & Benefits $153,300 LCFF Base $15,000 LCFF Sup & Con $138,00	ESTIMATED ACTUAL 1.04 - 1 Salaries & Benefits $153,300 LCFF Base $15,000 LCFF Sup & Con $138,00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC will continue to recruit and retain credentialed teachers & maintain low student ratios.	PTC continues to recruit and retain credentialed teachers & maintain low student ratios.	LCFF Sup & Conc $438,800 LCFF Base $138,100	LCFF Sup & Conc $438,800 LCFF Base $138,100

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will provide a blended learning independent study option for students that provides support in the four core content subjects four days a week.	ACTUAL PTC provided a blended learning (BIS) independent study option for students that provided support in the four core content subjects four days a week.	BUDGETED 1.08.8 -1 Sal & Benefit $438,800 LCFF Base $1,381,000 LCFF S&C	ESTIMATED ACTUAL 1.08.8 -1 Sal & Benefit $438,800 LCFF Base $1,381,000 LCFF S&C

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will provide classroom based elective classes for independent study students in key areas such as financial literacy, leadership, art, music and other elective areas to provide a broad curriculum and teach valuable life, college preparatory and career skills.	ACTUAL PTC provided classroom based elective classes for independent study students in key areas such as financial literacy, leadership, art, music and other elective areas to provide a broad curriculum and teach valuable life, college preparatory and career skills.	BUDGETED 1.09 .9 -1 Sal & Benefit $43,900 LCFF Base $138,100 LCFF S&C	ESTIMATED ACTUAL 1.09 .9 -1 Sal & Benefit $43,900 LCFF Base $138,100 LCFF S&C

EVALUATION

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

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

Pioneer Technical Center students were provided an academic program that addressed needs in Career Technical Education and College and Career readiness. The Career Technical Education (CTE) seat-time program included classes in Child Development and the Building Trades. In addition, Career Technical Education courses were offered through the use of Odysseyware (on-line curriculum). The core curriculum classes were based on Common Core curriculum and included the use of technology through Chromebooks in the classroom. This year, the EL coordinator was hired to work with PTC students, assist in preparation for the ELPAC test, and provide professional development. Tutoring was offered during the day in ELA and Math and credit recovery options were offered for students who were behind in credits. Student success was supported with academic counseling, college visits, athletic competitions and other extended learning opportunities. Multiple programs were offered to support foster youth and homeless students through a designated foster youth counselor and in collaboration with behavioral health services. Staff received

professional development on PD / PLC Fridays and focused on EL, Common Core, Technology Integration, Reading and Writing skills and building positive relationships. Additionally, staff was encouraged and supported to access professional development to improve their teaching pedagogy.

- ***Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.*** After CDE Dashboard results from 2017-18, were shared with CAES division staff and community, data indicated a need for more focus on increasing student achievement in the following areas: ELA, Math, Graduation rates, College and Career Readiness, EL Reclassification, and lowering the suspension rate and chronic absenteeism. Suggestions from parents / community included possible intervention teachers who can focus on students need. However, as there is a current staff member (s) who has these duties, but closed these classes due to lack of consistent student enrollment. Principal suggested the purchase of the 2-year, iReady online diagnostic and intervention and assessment program that will assist students on an individual / differentiated levels in ELA / Math. For higher EL reclassification, designated ELD classes were available for FIS students and Integrated ELD instruction for BIS students. To address the suspension rates, new Leadership brought to PTC a more positive approach and progressive discipline that included Time-to-teach, in-class Tier 1 strategies, Restorative Justice and Conflict Resolution. As a result, suspensions dropped from 49 to 23 in one year with an increase in population from 80 to 358. Current graduation rates were altered when the CAES counselors re-evaluated their actual credits earned and reclassified their grade-level status. This gave a more accurate measurement of the current achievement level for graduation requirements. Chronic absenteeism was addressed with active and proactive outreach to students, relationship building, communication with parents to ensure they are included in the process and all-staff data analysis of absenteeism for the combined PTC program. Finally, CCR completion rates have remained dreadfully low as students have failed repeatedly to surpass the required level of achievement in ELA / Math. While CTE / ROP enrollment boosts were witnessed in the 2018-19 school year, the failure to meet all 10 criteria to pass the certification was addressed in all staff PTCs / Data analysis on the CDE Dashboard. Staff was then given opportunities to collaborate for strategic action plans to fulfill the requirements of the CCR certifications. Staff is updating these goals.

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

NA

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

Goal 2

PTC will provide	to improve the social and emotional well-being of each student and provide a safe learning environment.

State Priorities: (1) Basic Services, (3) Parental Involvement, (5) Student Engagement, (6) School Climate, (7) Access to Courses

Local Priorities

Annual Measureable Outcomes

y this goal:

Expected	Actual
1. PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.	1. PTC will provided transportation to students who qualifed for MUSD bussing or local public transportation.
2. All students that are parenting teens,foster youth and/or homeless will have the opportunity to receive counseling services.	2. All students that were parenting teens, foster youth and / or homeless had the opportunity to receive counseling services.
3. PTC will conduct 4 Positive Behavior Intervention & Supports (PBIS) boosters and/or assemblies throughout the year.	4. PTC conducted 4 Positive Behavior Intervention & Supports (PBIS) boosters and/or assemblies throughout the year.
5. Update and maintain the annual facilities inspection and repairs.	3. Annual facilities inspection and repairs were updated.
5. PTC will reduce the number of suspensions in the seat-time and blended programs.	6. PTC reduced the number of suspensions in the program.
6. PTC will reduce the number of students who are identified as chronic absenteeism.	7. PTC reduced the number of students who are identified as chronic absenteeism and has sustained an 80 – 84% attendance average.
7. PTC will conduct an annual climate survey to meet local indicator.	8. PTC conducted an annual climate survey to meet the local indicator.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED To help ensure safe arrival to and from school, PTC will coordinate with Madera Unified transportation to provide qualified students transportation to and from school. Local public transportation will also be a resource, as students will be provided tickets to cover the transportation costs.	ACTUAL To help ensure safe arrival to and from school, PTC contracted with Madera Unified transportation and provided qualified students transportation to and from school. Local transportation was also a resource, as students were provided tickets to cover the transportation costs.	BUDGETED 2.01 -1 Contracted Services $24,000 LCFF Base $200 LCFF Sup & Con	ESTIMATED ACTUAL Contracted Services $24,000 LCFF Base $200 LCFF Sup & Con

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will provide supplemental services to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and	ACTUAL PTC provided supplemental services to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service	BUDGETED 2.02 -1 Salaries & Benefits $74,00 $13,600 LCFF Base $60,400 LCFF Sup &Con	ESTIMATED ACTUAL Salaries & Benefits $74,00 $13,600 LCFF Base $60,400 LCFF Sup &Con

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
other service agencies to facilitate students accessing services. Additional resources will contribute to students' emotional wellbeing.	agencies to facilitate students accessing services. Additional resources will contribute to students' emotional wellbeing.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will conduct a minimum of 4 PBIS boosters/assemblies throughout the year to commend students for positive behavior in and out of the classroom. Additionally, parents will be invited to see their child get recognized.	ACTUAL PTC conducted 4 PBIS assemblies throughout the year to commend students for positive behavior in and out of the classroom. Additionally, parents were invited to see their child get recognized.	BUDGETED 2.03-1 Contracted Services $4,800 LCFF Base	ESTIMATED ACTUAL Contracted Services $4,800 LCFF Base

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Facilities and maintenance: • Maintain the facilities repairs status report Update and maintain annual facilities inspection	ACTUAL Facilities and maintenance: Facilities repairs status report was updated and maintained. Annual facilities inspection completed.	BUDGETED 2.04-1 Salaries & Benefits $54,900 $13,200 LCFF Base $41,700 LCFF Sup & Con	ESTIMATED ACTUAL Salaries & Benefits $54,900 $13,200 LCFF Base $41,700 LCFF Sup & Con

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will provide and maintain a safe, clean, and quality learning facility for students and staff.	ACTUAL PTC provides and maintains a safe, clean, and quality learning facility for students and staff.	BUDGETED Salaries/Benefits $54,900 $13,200 LCFF Base $41,700 LCFF Sup & Con	ESTIMATED ACTUAL Salaries/Benefits $54,900 $13,200 LCFF Base $41,700 LCFF Sup & Con LCFF Base

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom. Additionally, students will benefit from opportunities through CTE courses. School athletics will continue to be an incentive based option for student participation.	ACTUAL Teachers planned and held meaningful extended learning opportunities that included field trips to enhance the learning occurring in the classroom. Additionally, benefitted from opportunities through CTE courses. School athletics continues to be an incentive based option for student participation.	BUDGETED: 2.06-1 Services & Supplies $10,300 LCFF Sup & Con	ESTIMATED ACTUAL Services & Supplies $10,300 LCFF Sup & Con

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC staff will provide supervision and oversight that creates a safe and secure learning environment for students.	ACTUAL All PTC staff provided supervision and oversight that created a safe and secure learning environment for students.	BUDGETED Salaries & Benefits $11,900 LCFF Base	ESTIMATED ACTUAL Salaries & Benefits $11,900 LCFF Base

EVALUATION

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

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

The staff at PTC has many programs in place to promote a committed, caring, and connected environment for students. Services for homeless and foster youth are provided in numerous areas, under the direction of administration, a school counselor (PPS) who also serves as the county liaison for foster youth students and regional activities. PTC has a trained counseling staff, with a full counselor committed to PTC for three days a week and a designated school counselor for foster youth students.

The school has bus services for transportation in an agreement with Madera Unified School District and tickets for local public transportation to make sure students have safe access to and from school. School staff work closely with Madera County Juvenile Probation department to collaborate with support for students on probation. The staff does offer many extended learning opportunities to engage students in school. These activities included field trips, athletic events, regional workshops, and college visits.

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

Although there has a slight drop in attendance, there has been a large drop-in suspensions as well. In addition, the transition of the combined PTC and MCIA populations has gone very well. Students and staff have embraced the newly formed PTC and have invested into making its own identify and positive school culture. Finally, with the combining of CAES division schools, the unity and vertical alignment of the programs is progressing.

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

NA

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

The move to a new facility in 2018-19 showed the full potential to improve collaboration with counseling and other agencies such as Juvenile Probation due to a much closer proximity. The new administration of PTC evaluated the new school site needs for supervision and safety once the 2017-18 school year began and established consistent teacher supervision schedules to support student safety. The program at PTC in Chowchilla will continue to monitor student enrollment and progress to ensure the safety of the students is not compromised due to an increase in enrollment.

Goal 3

PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services, (2) Implementation of State Standards, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Access to Courses, (8) Other Student Outcomes

Local Priorities

Annual Measurable Outcomes

Expected	Actual
Teachers and staff will maintain a call log for communication with parents/families	Teachers and staff maintained a call log for communication with parents/families
Parents will be invited to attend more school events by mailers and personal phone calls home.	Parents were invited to attend more school events by mailers and personal phone calls home.
Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains.	Teachers and staff will made positive parent contacts regarding students to share positive behaviors and / or academic gains / graduation and awards.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will provide effective communication with parents regarding school administration, activities, student progress and attendance. This communication will occur through personal phone calls home, and maintained website, home visits, and regular progress reports and semester report cards.	ACTUAL PTC provided effective communication with parents regarding school administration, activities, student progress and attendance. This communication occured through personal phone calls home, and a maintained website, home visits, quarterly progress reports and semester report cards.	BUDGETED Sal & Benefits $20,300 LCFF Base	ESTIMATED ACTUAL Sal & Benefits $20,300 LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Parent education and engagement will be accomplished with seminars, open house, and ongoing family events.	ACTUAL Parent education and engagement was accomplished with seminars, open house, and ongoing family events New Teacher support was provided for teachers where it was necessary.	BUDGETED 3.02 Sal & Benefits $5,300 $4,000 $2,000 LCFF Base	ESTIMATED ACTUAL Sal & Benefits $5,300 $4,000 $2,000 LCFF Base

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees.	ACTUAL PTC provided opportunities for parent input through surveys and participation in formal and informal advisory committees.	BUDGETED 3.03 -1 Sal & Benefits $3400 LCFF Base	ESTIMATED ACTUAL Sal & Benefits $3400 LCFF Base

EVALUATION

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

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

PTC has a positive office staff that interacts well with the public. PTC uses phone calls, an automated phone message system, parent meetings, home visits, and mailings to communicate with parents. Many student events, such as athletics and school wide activities provide parents the opportunity to be a part of the education process. PTC also has a website that parents can access important school / MCSOS information.

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

Parent participation in activities increased during this year. There was increased attendance at Back to School Day in the Fall and individual Student Study Team (SST) meetings. The number of SST meetings increased to discuss student progress, especially as it applied to graduation requirements. With new Leadership, the school website was maintained with current information throughout the school year and our goal is to have the site maintained in Spanish for the 2019-20 school year.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures. *N/A*

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 combining of the PTC and MCIA Independent Studies Program provided greater access of all services to all 9-12 students including field trips, sports, meals, social-emotional support, counseling, technology, one-on-one teacher support and access to a comprehensive school site.

Stakeholder Engagement – Needs Assessment

SPSA Year: **2018-19**

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)

The involvement process for the 2018-19 SPSA occurred throughout the school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means such as, but not limited to, meetings, telephone calls, Blackboard Connect, emails, and flyers. These various stakeholder groups included Madera County Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, parents, students, and district administration.

Meetings reviewed the requirements of the SPSA, the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2018-19 school year were also reviewed. These discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions / services in the coming year. The most current data in areas such as the number of at risk students obtaining diplomas, the number of credits recovered, attendance, suspensions, and the increase in student involvement through specific activities, were all shared as progress indicators in staff PLCs. This type of qualitative data is meaningful to track progress in the newly combined PTC Independent Studies Program.

Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholder meetings for all MCSOS staff including administration, certificated, classified, parents and students were held at various times throughout the year. Parents were invited through Blackboard Connect and a mailer to participate in the SPSA meetings to get parent input.
2. Quarterly CAES School Site Council Meetings

Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholder meetings for all MCSOS staff including administration, certificated, classified, parents and students were held at various times throughout the year. Parents were invited through Blackboard Connect and a mailer to participate in the SPSA meetings to get parent input.

2. Quarterly CAES School Site Council Meetings, held on the following dates:

    a. September 20, 2018 - Waiver Process and CAES combination process shared, evaluation and preliminary discussion of timeline.
    b. February 31, 2019 – Unified CAES meeting SPSA Provided for All Members / Officers Elected / Staff and Community Input for SPSA
    c. March 28, 2019 – Parent / Community / Staff Input - Budget presented and approved by CAES School Site Council
    d. May 23, 2019 – SSC approval of PTC SPSA; recommend to MCSOS Board of Trustees on June 11th, 2019.

3. Four Designated professional development days for all CAES educational staff and weekly all staff PLCs / TLCs focused on instructional strategies / data disaggregation and the sharing of best practices to improve student achievement.

4. Final approval of the 2018-19 SPSA is scheduled for June 11th, 2019 at the MCSOS Board of Education Meeting.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the 2018-19 school year?

School Site Council meetings, Staff, Student and Parent input had the following impact on the development of the SPSA:

- **Student Achievement**: After CDE Dashboard results from 2017-18, were shared with CAES division staff and community, data indicated a need for more focus on increasing student achievement in the following areas: ELA, Math, Graduation rates, College and Career Readiness, EL Reclassification, and lowering the suspension rate and chronic absenteeism. Suggestions from parents / community included possible intervention teachers who can focus on students need. However, as there is a current staff member (s) who has these duties, but closed these classes due to lack of consistent student enrollment. Principal suggested the purchase of the 2-year, iReady online diagnostic and intervention and assessment program that will assist students on an individual / differentiated levels in ELA / Math. For higher EL reclassification, designated ELD classes were available for FIS students and Integrated ELD instruction for BIS students. To address the suspension rates, new Leadership brought to PTC a more positive approach and progressive discipline that included Time-to-teach, in-class Tier 1 strategies, Restorative Justice and Conflict Resolution. As a result, suspensions dropped from 49 to 23 in one year with an increase in population from 80 to 358. Current graduation rates were altered when the CAES counselors re-evaluated their actual credits earned and reclassified their grade-level status. This gave a more accurate measurement of the current achievement level for graduation requirements. Chronic absenteeism was addressed with active and proactive outreach to students, relationship building, communication with parents to ensure they are included in the process and all-staff data analysis of absenteeism for the combined PTC program. Finally, CCR completion rates have remained dreadfully low as students have failed repeatedly to surpass the required level of achievement in ELA / Math. While CTE / ROP enrollment boosts were witnessed in the 2018-19 school year, the failure to meet all 10 criteria to pass the certification was addressed in all staff PTCs / Data analysis on the CDE Dashboard. Staff was then given opportunities to collaborate for strategic action plans to fulfill the requirements of the CCR certifications. Staff is updating these goals.

- **Technology Integration / Staff Development:** Provide more technology integrated instruction. Students currently have access to updated technology for educational purposes. Teachers have been trained in 2017-18 in Google Classroom and were given (4) Four additional "review" trainings on the effective integration of technology: (1) 9/21/18 w/Scott Ellingson (2) Google classroom Review (small group w/ Rosa Gil (3) Whole staff review (4) and Individual instruction (from 5/13 - 5/27/19) SSC discussed / approved the use of Title 1 funds for additional Chromebooks (30) for PTC and (30) for the Madera County Juvenile Detention Center. Smart boards and additional software programs used for diagnostic / assessments (iReady) were also approved.

- **Career Technical Education**: Input from staff and community included more opportunities and / pathways / work experience with potential internships as students prepare to be college and career ready. As a result, PTC will continue to be reaching out to local businesses and local community colleges so that students will broaden their knowledge of post-secondary opportunities. The new CTE facility is scheduled to be opened in the Spring of 2019.

- **Professional development:** PD has been conducted on CCSS (2017-18) Google Classroom Training (2017-18) for all CAES staff, but has requested there continue for more training on effective instructional strategies to address CCSS, standards aligned curriculum and Odysseyware. In addition, even though CAES staff has received numerous professional developments in the area of strategies for EL students more is being requested. All PD, PLCs, training workshops and TLCs will continue to be utilized on weekly Friday (7:30 – 8:45 a.m.) for teachers to address the needs of all CAES students. All CAES Staff were given an online survey to respond to the requests of PD, with allocated PLC time to complete, and 18/27 (66%) staff completed the task.

- **Safe and Positive School Culture**: Students and staff expressed a much greater sense of safety and pride in PTC this year. WASC questionaires note that 81-83% of students and parents agreed that they felt their students were safe on the PTC campus. In addition, many new enrichment activities and field trips were added this year: Monterey Bay Aquarium, San Francisco / Alcatraz, Heart Castle, Yosemite National Park. Sacramento, (Grad night suggestion was mentioned but logistics of reserving and paying for a year in advance.) Parents stated that they don't know about mostly about these items. Solution was to add this info to the registration packets, Connect Ed, updating the website, and sending home flyers are also effective ways to notify parents of what events are occurring at school. A monthly newsletter was also suggested to be mailed out / sent home as well.

- **Parent Input**: Parent and community members suggested that the website be updated and in Spanish. A newsletter, additional phone calls, and office letters can be posted within the school bulletin boards. SSC members also expressed that meaningful parent involvement is an ongoing challenge, but maintaining an open-communication and transparent relationship with parents will include the level of trust with CAES Alternative Ed. Services.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Alan Macedo	X				
Brett Salinas		X			
Cheryl Clawson		X			
Cory Perez		X			
Betty Klein		X			
Maya Falcon			X		
Clint Lopez				X	
Jamie Snow				X	
Hailey Kohman					X
Alexia Romero					X
Abigail Bravo Velasquez					X
Schanell Twisselmann					X
Total Members	1	4	1	2	4

1 *EC* Section 52852

Centralized Services for Planned Improvements in Student Performance

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

2018-19				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Counselor	7/1/18 6/30/19	40% Counselor; Salaries & Benefits; to serve all CAES schools	$49,873	Title I, A
Counselor	7/1/18 6/30/19	40% Counselor; Salaries & Benefits; to serve all CAES schools	$48,224	Title I, A
Administrator	7/1/18 6/30/19	10% Administrator; Salaries & Benefits; to provide counseling at all CAES schools	$16,542	Title I, A
Teacher on Special Assignment; Curriculum & Assessment	7/1/18 6/30/19	60%; to serve CAES Schools	$57,848	Title I, A
Teacher on Special Assignment; EL Support	7/1/18 6/30/19	20%, to serve EL needs for CAES Schools	$15,367	Title I, A

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

Instructional Assistant	7/1/18 6/30/19	100%, to serve all students with EL student needs	$35,175	Title I, A

Administrative Assistant	7/1/18 6/30/19	5%; salaries and benefits; serving	$4,381	Title I, A
Homeless Education	7/1/18 6/30/19	To provide basic needs for homeless youth; serving all CAES schools	$500	Title I, A
Transportation	7/1/18 6/30/19	Public transportation to provide safe access to all CAES schools	$1,500	Title I, A
Supplies	7/1/18 6/30/19	Postage for parent education, etc. for CAES schools	$150	Title I, A
Family Engagement, Site Level	7/1/18 6/30/19	Parent engagement activities for CAES schools	$500	Title I, A
Family Engagement, LEA Level	7/1/18 6/30/19	Parent engagement activities for all CAES programs	$500	Title I, A
Computer software and other unassigned activities	7/1/18 6/30/19	To provide for site needs at all CAES schools	$5,400 (less parent engagement $)	Title I, A
Subtotal	$235,960			
Indirect Costs	$26,217 (18 -19) 9.65%			

Total	$262,177.00

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*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

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

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.

Select from:
This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
This site operates a SWP but does not consolidate its funds as part of operating a SWP.
This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

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

None of the following programs are available at PTC currently.

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

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

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

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

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

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

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

Program (from above)	Allocation	Is it consolidated in the SWP?

Not Applicable	0	NA
Not Applicable	0	NA
Not Applicable	0	NA
Total amount of state categorical funds allocated to this school.	$0	

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

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

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

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

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students *Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards.* ***(Title III funds may not be consolidated as part of a SWP[3])***

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

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

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

Program (from above)	Allocation	Is it consolidated in the SWP?
Title II, Part A	$32,146	NO
Total amount of federal categorical funds allocated to the CAES Program	$20,438	
Total amount of state and federal categorical funds allocated to the CAES.	$20,438	

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

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: N/A

English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)	
State Compensatory Education Advisory Committee	
Special Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
Compensatory Education Advisory Committee	
Departmental Advisory Committee	
Other committees established by the school or district (list)	
Not applicable at this time	[Signature of authorized person]

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: Thursday, 5/23/19

Attested:

Alan Macedo		5/23/19
Typed name of School Principal	Signature of School Principal	Date
Brett Salinas		5/23/19
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

ADDENDUM

The SPSA Template

This SPSA template was adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the, and any programs the SSC decides to include.[4] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the 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 () process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.[5]

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the process and any other school program they choose to include.[6]
2. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the.[7]
3. School goals must be based upon an analysis of verifiable state data (California School Dashboard) and may include any data voluntarily developed by districts to measure student achievement.[8]
4. The content of the plan must be aligned with school goals for improving student achievement.[9]

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4 See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.
5 *EC* Section 64001(g)
6 *EC* Section 64001(a)
7 *EC* Section 64001(g)
8 *EC* Section 64001(f)
9 *EC* Section 64001(f)

5. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
6. The SPSA must address how funds will be used to improve the academic performance of all students.
7. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.[10]
8. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the.[11]

Seven Recommended Steps for Developing the SPSA

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

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

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the 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," [12] the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC

10 *EC* Section 64001(h)
11 *EC* Section 64001(g)

12 https://www.cde.ca.gov/sp/sw/t1/singleplan.asp

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.

- **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.
- **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.
- **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 Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Plan Summary

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

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

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

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

Budget Summary

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

Actions/Services Funded by Allocations

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

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

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

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

- Title I, Part A, Improving Basic Programs

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

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

- Parent Involvement (one percent minimum if the LEA receives more than $500,000 in its Title I, Part A entitlement).

- Equitable Services to Private Schools.
- Homeless Services.
- Neglected and Delinquent Children.
- Choice-related Transportation: LEAs that have students continuing participation in Choice begun under NCLB, must set aside Title I, Part A funds for Choice-related transportation until the student completes the highest grade in the school.

Funds received through the 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 Allocation Expenditures for SPSA Year

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

Annual Evaluation and Needs Assessment

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the

School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

Goals, Actions, and Services

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

New, Modified, Unchanged

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

Goal

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

Students to be Served

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

Scope of Service

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

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

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

Actions/Services

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

New/Modified/Unchanged:

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

Person(s) **Responsible**

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

Task(s) and Timelines

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

Budgeted Expenditures

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
4) What are the school's goal(s) to address any locally-identified priorities?
5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for student groups experiencing performance gaps?
10) **What Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
11) **How do these actions/services link to identified goals and expected measurable outcomes?**
12) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

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