

Draft

SPSA Year 2017–18 2018 2019

Single Plan for Student Achievement (SPSA) Template

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

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

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

School Name

Contact Name
and Title

Email and
Phone

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the school serves them.

SPSA HIGHLIGHTS

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

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

**GREATEST
PROGRESS**

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 school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

**GREATEST
NEEDS**

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

**PERFORMANCE
GAPS**

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the SPSA for SPSA Year

\$

Briefly describe any differences between budgeted and expended resources. .

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$

Percentage of SPSA Budget that is Supplemental or Concentration Funds

%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Budget Summary:

	Unrestricted Lottery	Unres. Lottery Extracurricular	Restricted Lottery	LCFF Free and Reduced	LCFF EL	Title 1	Grants & Donations
Allocated							
Budgeted*							
Spent YTD							
Encumbered							
Available							
*SPSA budget by action tracker	Unrestricted Lottery	Unres. Lottery Extracurricular	Restricted Lottery	LCFF Free and Reduced	LCFF EL	Title 1	Grants & Donations
1.1							
1.2							
1.3							
1.4							
1.5							
1.6							
1.7							
1.8							
add rows as							

needed							
2.1							
2.2							
add rows as needed							
3.1							
3.2							
3.3							
3.4							
3.5							
add rows as needed							

Stakeholder Engagement

SPSA Year 2017–18 2018–19 2019

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

IMPACT ON SPSA AND ANNUAL UPDATE

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

Goals, Actions, & Services

New

Modified

Unchanged

Goal 1

College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 4 5 7 8

LOCAL _____

Identified Need

(Example only...tailor to your site, As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting students with low socioeconomic supports, low parent education levels and low English language mastery. The need is to close the gap while raising the achievement level for all students---Focus on the metrics for the state priority areas for this goal).

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

(Summarize results of State priority metrics, local metrics and any additional site metrics for priorities 2,4,7, 8 as applicable vs your EAMO's)

Goal **1** Action **1**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

Students to be Served

All District

Specific Student Group(s)

Students with Disabilities

English Learners

Foster Youth

Actions/Services

PLANNED

Personnel:

Enter any additional personnel that you may hire at your site through your SPSA with a brief description of their duties.

Also describe the work District LCAP provided additional staffing. (Focus academy Tosas or equity staffing at secondary).

ACTUAL

(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18

2018-19

2019-20

New

Modified

Unchanged

New

Modified

New

Modified

(Will the action evolve over time--perhaps think phases of implementation)

BUDGETED EXPENDITURES:

2017-18

Amount

Source

Budget
Reference

(Will funding change, after
initial purchase it shifts to PD
costs)

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Goal **1** Action **2**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/>	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Inc

Actions/Services	<p>PLANNED</p> <p>Professional Development :</p> <p>Describe any site level professional development activities (conferences, etc). Include SPSA set aside for sub coverage.</p> <p>Describe site implementation of district PD initiatives: PLC monitoring, instructional rounds, implementation leads (Math, ELA/ELD, NGSS etc)</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	BUDGETED

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **3**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Inc

Actions/Services	<p>PLANNED</p> <p>Action for the site level purchase of any supplementary instructional materials and supplies including instructional technolgy</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **4**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Inc

Actions/Services	<p>PLANNED</p> <p>Action for the purchase of any operational, safety, capital improvement site expenses (bike racks and golf carts to bandaids and traffic cones)</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **5**

Multi-Tiered System of Supports Description: Tier 1, Universal Screening, Tier 2, Diagnostic Assessment for Strategic Supports

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> Specific Student Groups (Students with Disabilities)
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth

Actions/Services	<p>PLANNED</p> <p>Describe site level systems developing for monitoring of student progress, connecting students with as academic supports--think MTSS, early literacy, credit recovery & keeping on track for graduation at HS. within the school day</p> <p>Implement a district wide assessment plan with adherence to assessment schedule. Integrate assessment data into the PLC planning cycle.</p> <p>Assessment Plan</p> <p>Assessment Schedule</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	BUDGETED

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
(Will the action evolve over time--perhaps think phases of implementation)		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

(Will funding change, after initial purchase it shifts to PD costs)

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Goal **1** Action **6**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth		

Actions/Services	<p>PLANNED</p> <p>Implement EL master plan provisions to ensure that students are getting required ELD time....describe how that is done at site.--may include multilingual enrichment</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	BUDGETED

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
(Will the action evolve over time--perhaps think phases of implementation)		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **7**

Multi-Tiered System of Supports Description: Tier 2 Targeted academic support

<u>Students to be Served</u>	<input type="checkbox"/> All District	<u>Specific Student Group(s)</u> <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>Describe sites extended day/year programs and the use of extended day program funds. Include description of articulation with other programs on site (CDC, YMCA, and other contracted services etc). Include an actions for any enrichment (formerly GATE) activities or AP/enrichment at secondary. Describe how assessment information is used to connect students with stategic content (lexia, LLI, Study Island, etc).</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	BUDGETED

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **8**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	

Actions/Services	PLANNED Describe site level focus academy or college/career readiness activities, CTE pathway development, career fairs, rock the mock, AVID etc.	ACTUAL (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	Expenditures	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
(Will the action evolve over time--perhaps think phases of implementation)		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES-- **DUPLICATE THIS PAGE FOR EACH ADDITIONAL SPSA ACTION UNDER GOAL 1**

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

Goal **1** Action **9 +**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Student Groups	<input type="checkbox"/> Disability
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth		

Actions/Services	PLANNED (narrative of any current SPSA or planned actions based on state priority metric needs)	ACTUAL (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
(Will the action evolve over time--perhaps think phases of implementation)		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

(Will funding change, after initial purchase it shifts to PD costs)

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 2</u>	Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.		

[State and/or Local Priorities Addressed by this goal:](#)

STATE 3 5 6

LOCAL _____

[Identified Need](#)

(Example, As demonstrated by parent participation, attendance, participation in parent education, and monitoring of student work metrics, low student achievement parallels low parent engagement. The need is to target and evaluate actions to address identifiable opportunities for parent engagement---Focus on the metrics for the state priority areas for this goal).

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

(Summarize results of State priority metrics, local metrics and any additional site metrics for priority 3 as applicable vs your EAMO's)

Goal 2 Action 1

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

Students to be Served

All District

Specific Student Group(s)

Students with Disabilities

English Learners

Foster Youth

Actions/Services

PLANNED

A Parent Engagement plan will be implemented to provide parents and families with educational opportunities to better support their students. (Include any site specific activities such as PIQE, ELAC, SSC, Parent Volunteers)

ACTUAL

(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New

Modified

Un

New

Unmodified

New

Modified

(Will the action evolve over time--perhaps think phases of implementation)

BUDGETED EXPENDITURES:

2017-18

Amount

Source

Budget Reference

(Will funding change, after initial purchase it shifts to PD costs)

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Goal **2** Action **2**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<u>Specific Student Group(s)</u> <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Inc

Actions/Services	PLANNED Support two-way communication with families and community (include translation, office supplies, outreach, promotional costs.)	ACTUAL (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	Expenditures	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
(Will the action evolve over time--perhaps think phases of implementation)		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount

(Will funding change, after initial purchase it shifts to PD costs)

Amount

Source

Source

Budget Reference

Budget Reference

Amount

Source

Budget Reference

PLANNED ACTIONS / SERVICES--(DUPLICATE THIS PAGE FOR EACH ADDITIONAL ACTION UNDER GOAL AREA 2)

Goal **2** Action **3 +**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools	<input type="checkbox"/> State Groups	<input type="checkbox"/> Disability
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth			

Actions/Services	<p>PLANNED</p> <p>(narrative of action for any current year planned action, THIS COMES FROM CURRENT SPSA)</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	BUDGETED

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

BUDGETED EXPENDITURES:

2017-18

Amount

Source

Budget
Reference

(Will funding change, after initial purchase it shifts to PD costs)

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Goals, Actions, & Services

New
 Modified
 Unchanged

Goal 3

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE 5 6 7 8

LOCAL _____

Identified Need

(Example, As demonstrated by student attendance measures and records, there is a need to improve attendance both through improved compliance with attendance procedures as well as incentivizing positive attendance as part of PBIS---Focus on the metrics for the state priority areas for this goal).

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

(Summarize results of State priority metrics, local metrics and any additional site metrics for priorities 5, 6 as applicable vs your EAMO's)

--	--

Goal **3** Action **1**

Multi-Tiered System of Supports Description: Tier 1 monitoring, Tier 2 supports, and Tier 3 intensive supports.

<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> English Learners	<input type="checkbox"/> Specific Student Group(s) <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Foster Youth
------------------------------	---	--

	<p>PLANNED</p> <p>Describe site level work to monitor and implement social emotional needs and supports (school climate, monitoring, attendance monitoring and incentives, Suspension monitoring and consistent reporting practices, practices for referring to School Linked Services. Organize narrative by Tier 1 monitoring , Tier 2 supports, and Tier 3 intensive supports....include items below</p> <p>Implement data gathering, monitoring, analysis and intervention actions for State metrics:</p> <ul style="list-style-type: none"> ● School Climate Surveys ● Attendance including SARB compliance and chronic absenteeism ● Suspension rates ● Social emotional referrals 	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p> <p>For example, SARB compliance has been in the LCAP for 3 years and we have sites that are not in complinace....include a chart of your chronic absenteeism (10% or more totoal absences, Truants (3 or more unexcused, and tally of each SARB category processes completed)</p>
Actions/Services		
Expenditures	BUDGETED	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified	<input type="checkbox"/> New <input type="checkbox"/> Modified

(Will the action evolve over time--perhaps think phases of implementation)

BUDGETED EXPENDITURES:

2017-18

Amount

Source

Budget Reference

(Will funding change, after initial purchase it shifts to PD costs)

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Goal **3** Action **2**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<u>Specific Student Group(s)</u> <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific

Actions/Services	<p>PLANNED</p> <p>Improve school climate and overall safety through the implementation of a Positive Behavior Intervention System, a multi-tiered system of support for behavior. Expand implementation of Positive Behavior Intervention System at designated sites. Identify site staff to be site leads for Positive Behavior Intervention System</p> <p>May include restorative justice</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	Expenditures	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **3** Action **3**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<u>Specific Student Group(s)</u> <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Inc

Actions/Services	PLANNED Implement community service components at all grade levels as developed by the curriculum council task force.	ACTUAL (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	Expenditures	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
(Will the action evolve over time--perhaps think phases of implementation)		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **3** Action **4**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

<u>Students to be Served</u>	<input type="checkbox"/> All District	<u>Specific Student Group(s)</u> <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Inc

Actions/Services	PLANNED Describe site level interventions in support of the unique needs of foster/homeless (think peer mentors, group activities, monitoring etc).	ACTUAL (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	Expenditures	BUDGETED

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
(Will the action evolve over time--perhaps think phases of implementation)		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
---------	---------	---------

Amount	(Will funding change, after initial purchase it shifts to PD costs)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **3** Action **5**

Multi-Tiered System of Supports Description: Tier 1-all campus, Tier 2-3 to ensure plan for special needs.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> Specific Student Group(s)	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth		

Actions/Services	<p>PLANNED</p> <p>Update and implement annual safety plan and link document here)</p>	<p>ACTUAL</p> <p>(narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)</p>
	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Un	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/>
<p>(Will the action evolve over time--perhaps think phases of implementation)</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<p>Amount</p> <p>(Will funding change, after initial purchase it shifts to PD costs)</p>	<p>Amount</p>	<p>Amount</p>

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES--(DUPLICATE THIS PAGE FOR EACH ADDITIONAL ACTION UNDER GOAL 3)

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

Goal **3** Action **6 +**

Multi-Tiered System of Supports Description: (examples Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

Students to be Served

All District
 Specific Student Group(s)
 Students with Disabilities
 English Learners
 Foster Youth

Actions/Services	PLANNED (narrative of action current year planned action, THIS COMES FROM CURRENT SPSA)	ACTUAL (narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

(Will the action evolve over time--perhaps think phases of implementation)

BUDGETED EXPENDITURES:

2017-18

Amount

Source

Budget Reference

(Will funding change, after initial purchase it shifts to PD costs)

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	0	0	0	0	0

Recommendations and Assurances

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

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

Parent Stakeholder Groups (Adjust list to reflect any site specific groups)

Home and School Club
Special Education
Gifted and Talented
Foster, homeless, disadvantaged
English Language Advisory Committee

Student Stakeholder Groups

Student representatives
ASB

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 here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Official

Signature of SSC Official

Date