

School Year: 2018/19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tuolumne Learning Center	55105535530118	June ____, 2018	June 18, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Site Council was newly formed in the 2017/18 school year and due to the transitory nature of the program and small student enrollment numbers, identifying consistent parent participation has been a challenge. Currently we only have identified one parent to serve on the council which is also a part of the Parent Advisory Council for the LCAP. There is one teacher/administrator and one parent currently active on the council. Targeted meetings were established to gather additional input related to the school plan and in the spring, a parent/guardian survey were sent to all households of currently enrolled student. Staff met with a newly created PLC (Special Education and Alternative Education staff - Nov. 30, Jan. 3, Feb. 8, March 20, April 20), WASC (Sept. 29, Oct.4), the Multi-Tiered Systems of Support (MTSS - Sept.19, Oct. 13, Oct. 19, Dec. 11, Jan. 12), and Positive Behavior Interventions and Systems (PBIS - Oct. 26, Dec. 4, Mar. 15, Apr.11, May 2) to discuss metrics, goals, and progress toward goals within the framework of needs assessments. In addition, these meetings were used to discuss goals. Continued needs were identified including a need for continuing Professional Development opportunities focusing on Mental Health services for students and their families and continuing mental health professional development for districts focused trauma informed practices and alternatives to suspension/expulsion. Meeting dates: Foster Youth Council (Oct. 5, Feb. 15, Apr. 26); Ed Law (Sept. 8, Oct. 6, Nov. 3, Dec. 1, Feb. 2, Apr. 6); SARB (every 3rd Wednesday each Month). Community Partners: Tuolumne County Probation Department and Tuolumne County Child Welfare were provided information the 2017-18 school year at Foster Youth Council meetings. Monthly check-ins were arranged with Tuolumne County Probation Department (Linda Downey and Mike Arndt). Community members were invited to provide input during SARB meetings. These groups included Tuolumne County Probation Department, Tuolumne County Child Welfare, Me-Wuk Tribal, Jamestown Family Resource Center, A-TCAA, Tuolumne County Behavioral Health, SARB, Tuolumne County Public Health, and Sonora Police Department/Tuolumne County Sherriff.

Goals, Strategies, & Proposed Expenditures

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

Goal 1 – Aligned with LCAP

Goal 1: Create a climate of support and compassion toward students by providing teachers, parents/guardians, support staff, Probation Staff, and District of Residence (DOR) administrative staff professional development in Positive Behavior Intervention System (PBIS), and trauma informed practices through Multi-Tiered Systems of Support in order to learn strategies to engage and address issues with at-risk youth.

Basis for this Goal

WASC report 2017/18 - Identified a Critical Need of a "continued effort to bring appropriate staff to appropriate programs" and staff was in "need of training to support alternative means to correct student behavior."

Implementation of State Standards & SBAC: Teachers are fully trained in State Standards for ELA and Math. There is a need to help teachers analyze CAASPP test data results and to begin implementation of Next Generation Science Standards (NGSS) and History/SS instructional materials.

CTE Courses: CTE courses are offered through the dual enrollment program at the local Community are not utilized fully.

School Attendance Rate: 82.5%

Chronic Absenteeism Rate: 52.6%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Participation Rate of Teachers in PBIS training	50%	100%
CA Healthy Kids Survey – Results are presented as District level data due to low numbers of respondents so it is not possible to determine if respondents are from Gold Ridge, TLC, or SELPA programs	2018 Spring data will provide baseline data on the following metrics which are areas of concern: feelings of hopelessness 40%; lack of caring adult at school 36%; I feel close to the people at school 45% neither agree nor disagree	Reduce feelings of hopelessness Increase feeling connecting to a caring adult or close to the people at school

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers, support staff, parents/guardians, and other staff who come into contact with students will continue to receive professional development in Positive Behavior Intervention (PBIS) and Trauma Informed Practices including strategies specific to currently or recently incarcerated youth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Colleen Whitlock - Program Coordinator: \$3,480 - Title I Part D and Title II Part A (portion of salary and benefits) Counselor – including Transition services: \$9,656 Title II Part A and Part D
Source(s)	Title II Part A, Title I Part D
Budget Reference(s)	1000-1999; 2900, 3000-3999 4000-4999 5000-5999

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

Annual Review and Update

SPSA Year Reviewed: 2017/18 - First year of plan and included with LCAP

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

Goal 1: Create a climate of support and compassion toward students by providing teachers, parents/guardians, support staff, probation officers, and District of Residence (DOR) administrative staff professional development in Positive Behavior Intervention System (PBIS), and trauma informed practices through Multi-Tiered Systems of Support in order to learn strategies to engage and address issues with at-risk youth.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Participation Rate of Teachers in PBIS training	50%	50%
CA Heathy Kids Survey	Data to be analyzed and baseline set	Baseline established

STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Staff participate in PBIS intensive training program	Staff participated in PBIS intensive training program	Colleen Whitlock - Program Coordinator \$9,544.85 (salary) and \$2798.93 (statutory benefits); MTSS RE:0000/DD400 0, LCFF Base; 1000-1999; 3000-3999 Substitute costs for release time - 1 sub at \$150/day sub costs for 4 days	Colleen Whitlock - Program Coordinator \$9,929.52 (salary) and \$2849.22 (statutory benefits); MTSS RE:0000/DD400 0, LCFF Base; 1000-1999; 3000-3999 Substitute costs for release time - 1 sub at \$150/day sub costs for 4 days

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
		and 2 subs at \$130/day for 4 days; subs (\$321.14) = statutory benefits; Source MTSS RE:0000/DD4000, LCFF Base, 1000-1999; 3000-3999 Critical feedback tools for Continuous Improvement (\$500); meeting supplies (\$200), MTSS RE:0000/DD4000, LCFF Base, 4000-4999 Mileage and Travel to attend SUMS meetings - Year 1; Consultants - \$12,919.29, MTSS RE:0000/DD4000, LCFF Base, 5000-5999	and 2 subs at \$130/day for 4 days = \$1640; subs (\$269.89) = statutory benefits; Source MTSS RE:0000/DD:4000, LCFF Base 1000-1999; 3000-3999 Critical feedback tools for Continuous Improvement (\$555,32); meeting supplies (\$285.65), MTSS RE:0000/DD4000, LCFF Base, 4000-4999 Mileage and Travel to attend SUMS meetings - Year 1; Consultants - \$12,772.61, MTSS RE:0000/DD4000, LCFF Base, 5000-5999

ANALYSIS

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

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

TCSOS established a multi-program curriculum team that included staff from SELPA/Special Education and Alternative Education programs. This curriculum team identified needs and develop an action plan and timeline for identifying curriculum resources that could be utilized across programs. Aeries has helped identify strengths in our programs and deficits that need to be addressed. In addition, this team attended intensive PBIS and MTSS trainings to develop strategies and interventions to increase student achievement in academics and reduce absenteeism rates due to suspensions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Staff had indicated that a lack of time prevents collaboration which is needed to successfully implement changes on a large scale. The Actions and Services provided in the LCAP offered the time needed to meet and plan for continuous improvement around instruction, strategies to help at-risk students and implementation of practices that serve our unique student population.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Unexpected grant funds were utilized for some of the professional development opportunities which resulted in differences in budgeted and actual budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain intact and no changes are expected.

Budget Summary and Consolidation

Schools may include additional information or more detail. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 47,740
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 47,740

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Part A	\$3,480
Title I Part D	\$9,656
Title II Part A	\$3,320

Subtotal of consolidated federal funds for this school: \$16,356

Total of consolidated (federal, state, and/or local) funds for this school: \$16,356

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program