Draft

School Plan for Student Achievement

Local Control Accountability Plan and Annual Update (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	Robert Randall Elementary		
Contact Name and Title	Carlos Salcido, Principal	Email and Phone	csalcido@musd.org (408) 635-2662

2017-20 Plan Summary

Randall School Vision
Students, teachers and families are all inspired, challenged, and prepared for success in a changing world.

Randall School Mission
Nurture a safe learning environment where all members are valued and empowered to contribute to an innovative and caring community of successful learners.

Randall elementary is a diverse school in the center of Silicon Valley. Randall students are 50% Latino, 24% Filipino, and 21% Asian; 50% of the students are English language learners and 64% are students in poverty (Unduplicated Student Poverty, Free and Reduced Price Meal data 2016-17). The families at Randall are majority working class, however there has been an increase of professional level families in recent years (tech sector). Most parents are immigrants and speak English as a second language. The demographics of Randall Elementary means it cannot be looked at as any other school. Randall students have many needs and challenges that link back to poverty, language ability, parent education level, and ethnicity. As such, Randall

1

staff has embarked on a multiyear journey to change the way we teach our students so that we focus more on their learning needs and individual growth over the years.

Beginning in 2013, Randall began working with blended learning in the Learning Lab to supplement classroom instruction and meet the needs of all students and give teachers more small group instruction time. The school also implemented iReady diagnostics to track student growth. In 2014-15, the school created an instructional coach position that worked with other teachers and coach them to become more effective with instruction; the coach position was shared by 2 teachers who taught 50% and coached 50% of their week. In 2015-16, the Learning lab was changed into the Acceleration Lab for teachers to meet with students in small groups across the grade level or content area twice a week and meet in Equity-centered Professional Learning Communities (EPLC) once a week with the instructional coach facilitating. In 2016-17, the Acceleration lab continued as a key part of turning around the school, but the instructional coach was now a full time position allowing for greater teacher access to them and more time to find resources, demonstrate lessons, create long and short term plans, and run and analyze data reports. Through this work, teachers became familiar with the purpose and structure of EPLCs and were able to delve deeper into what patterns they saw in student work and create learning experiences aimed at addressing those patterns. Teachers and students were more aware of their results, the identified growth points, and took more responsibility for their learning.

Another hallmark of the 2016-17 school year is that Randall inaugurated its first Two-Way Bilingual Immersion (TWBI) Class with 75 students at Transitional Kinder and Kindergarten. It is a 90-10 program with 90% of the day in Kinder taught in Spanish and 10% of the day taught in English. This program is based on over 30 years of research that proves students in a TWBI program have strong academic and social outcomes. The TWBI program is open to all students from Milpitas Unified and is a program of choice for parents. This program also allows the school to capitalize on the Spanish-speaking community's language and encourage stronger parent participation.

Along with the TWBI program, the teachers in Kinder and 1st grade were trained in the Sobrato Early Academic Literacy program. This research-based program uses specific strategies and methodology to increase students oral academic language via thematic units based in science or social studies. The units and activities motivate students to read and write about high-interest themes and thus increase their academic success.

Randall families are encouraged to engage with the school by volunteering in the classroom, attending Coffee with the Principal, School Site Council, PTA, family nights, quarterly parent conferences, monthly awards ceremonies, and classroom gallery walks. Childcare and translation in Spanish is provided; translation into Vietnamese and Tagalog are also provided during parent-teacher conferences. Randall has also partnered with the Adult Education department to offer on-site English as a Second Language classes 3 times a week.

SPSA HIGHLIGHTS

The overarching goal for both English Language Arts and Math is to measure the growth of students by looking to decrease the number of students in the more than 2 years below grade level and increase the number of students at or above grade level. The data shows that every grade level is making this movement. The incorporation of Acceleration groups and EPLC with coaching in our daily schedule has contributed to the success of our students. The weekly EPLC time, enables teachers meet with their instructional coach where they analyze, interpret, and create a plan of action to address the learning needs of their individual students as well as students they share. The weekly meetings have empowered our teachers to become proactive by consistently monitoring student learning and taking immediate actions to steps necessary to guide student learning. The chart below shows the progression of K-6 students' knowledge and skills in English language arts and math.

ELA Reading results via iReady diagnostics, Grades 1st-6th

The percentage and number of students at each level are shown in each box, comparing diagnostic 1 with diagnostic 2.

	1st D1	1st D3	2nd D1	2nd D3	3rd D1	3rd D3	4th D1	4th D3	5th D1	5th D3	6th D1	6th D3
> 1 Level below	28% 13	16% 8	29% 16	16% 10	37% 20	34% 18	42% 20	33% 15	59% 36	42% 25	52% 29	21% 12
1 level below and Early on level	64% 30	58% 29	57% 32	53% 33	57% 31	51% 27	50% 24	57% 26	34% 21	47% 28	27% 15	47% 27
On Lev.	9% 4	13%	14%	31%	6% 3	15%	8% 4	11%	7% 4	10%	21%	32%

(mid / late)		26	8	19		8		5		6	12	18

Overall English Language Arts Grades 1st to 6th

	D1	D2	D3	*Change from Aug to Mar*
> 1 Level below	42% 134	29% 93	27% 87	-20%pts -47 students
1 level below and Early on level	48% 153	52% 170	52% 171	+4%pts +18 students
On Level (mid/late)	11% 35	19% 61	21% 68	+10%pts +33 students

Math Results via iReady diagnostics, Grade 1st to 6th

Grade Diagnostic	1st D1	1st D3	2nd D1	2nd D3	3rd D1	3rd D3	4th D1	4th D3	5th D1	5th D3	6th D1	6th D3
> 1 Level below	31% 15	10% 5	21% 12	8% 5	35% 19	15% 8	33% 16	22% 11	47% 28	21% 13	11% 6	7% 4

1 level below and Early on level	63% 13	69% 34	73% 41	55% 34	63% 34	75% 39	65% 31	58% 29	45% 27	52% 32	67% 38	58% 33
On Level (mid/ late)	6% 3	20% 10	5% 3	37% 23	3% 1	10% 5	2% 1	20% 10	8% 5	27% 17	23% 13	35% 20

Overall Math results grades 1st to 6th

	D1	D2	D3	*Change from Aug to Mar*
> 1 Level below	30% 96	17% 54	14% 46	-16% pts -50
1 level below and Early on level	62% 201	69% 221	61% 201	-1% n/c
On Level (mid/late)	8% 26	14% 46	26% 85	+18% pts +59

With the new TWBI program starting in TK and Kinder, the Children's Progress of Academic Achievement was used to establish a baseline of student achievement midyear in January 2017. The data shows the majority of students are meeting expectation.

Spanish Language Art results via Children's Progress of Academic Achievement--TK/Kinder

Concept	Below Expectation	Approaching Expectation	At Expectation	Above Expectation
Listening	23% 15	27% 18	38% 25	12% 8
Phonics/ Writing	24% 16	21% 14	48% 32	6% 4
Phonemic Awareness	23% 15	24% 16	36% 24	18% 12
Reading	29% 19	27% 18	33% 22	9% 6

Spanish Math results via Children's Progress of Academic Achievement--TK/Kinder

Concept	Below Expectation	Approaching Expectation	At Expectation	Above Expectation
Measurement	8% 5	32% 19	41% 27	14% 9
Numeracy	1% 1	45% 26	41% 24	12% 7
Operations (Only K)	9% 5	5% 3	56% 30	30% 16
Patterns/	12%	25%	35%	28%

Functions	7	14	20	16

REVIEW OF PERFORMANCE

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator ⬍   **Reporting Year:** 2017 (Spring) ⬍

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow ▪ Filipino	Green (None)	Green ▪ Asian
Low More than 5 points below to 70 points below	Red (None)	Orange ▪ All Students (School Placement) ▪ Socioeconomically Disadvantaged	Yellow ▪ English Learners	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red (None)	Red ▪ Students with Disabilities ▪ Hispanic or Latino	Red (None)	Orange (None)	Yellow (None)

8

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: Mathematics (Grades 3-8) Indicator   Reporting Year: 2017 (Spring)

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue • Asian • Filipino
Medium More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Red (None)	Orange (None)	Yellow (None)	Yellow • Socioeconomically Disadvantaged	Yellow • **All Students (School Placement)** • English Learners • Hispanic or Latino
Very Low More than 95 points below	Red (None)	Red (None)	Red • Students with Disabilities	Orange (None)	Yellow (None)

9

Suspension (Elementary School) - Student Group Five-by-Five Placement

View District Five-by-Five Placement

Select an Indicator: [Suspension Indicator ⇕] Reporting Year: [2017 (Spring) ⇕]

▤ View Detailed Data

LEVEL	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly by 1.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue • Asian	Blue (None)	Blue (None)
Low greater than 0.5% to 1.0%	Gray (N/A)	Yellow (None)	Green • Filipino	Green (None)	Blue (None)
Medium greater than 1.0% to 3.0%	Orange (None)	Orange • **All Students (School Placement)** • English Learners • Socioeconomically Disadvantaged • Students with Disabilities • Hispanic or Latino	Yellow (None)	Green (None)	Green (None)
High greater than 3.0% to 6.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High greater than 6.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Greatest Gains

Using the California Dashboard analysis of the CAASPP results, Randall had a number of strengths.

The Asian subgroup at Randall has the strongest indicators. In English Language Arts, The Asian subgroup (21% of the student population) is meeting expectation; the group is 0.1 point below level 3 and increased significantly with 20.4 points. In Math, this subgroup is at the highest level, 14.5 points above level 3 and increasing significantly by 30.8 points.   They also have a 0% suspension rate.

The Filipino subgroup (24% of the student population) also has strong indicators as well. In English Language Arts, The Filipino subgroup is meeting expectation; the group is 1.5 points above level 3 and maintained with an increase of 2.2 points. In Math, this subgroup is at the highest level, 0.5 points above level 3 and increasing significantly by 15.1 points.   They also have a 1% suspension rate that was maintain with 0% change.

The English Learner subgroup (54% of the population) is also an area of strength for Randall. This group maintained their overall score in Language Arts; in actuality the group increased by increasing 3.7 points overall. In Math the EL group also maintained by increasing significantly 18.2 points overall.

As a school, Randall showed the most gains in Math. Overall the school is orange and increased significantly by 18.1 points; in addition, every subgroup in Math showed improvements. The following subgroups also increased significantly: English Learners, 18.2 points, Asian, 30.8 points, Filipino, 15.1 points, Hispanic, 20.8 points. The Socio-economically disadvantaged group increased a total of 11.8 points. The Students with disabilities maintained with an increase of 1.9 points. Also, in math, the 5th grade students at Randall showed the greatest increase district wide with a jump of 55 points.

GREATEST NEEDS

Based on the CAASPP dashboard, our **greatest needs** are in the area of **ELA** for our *Socio-Economically Disadvantaged (SED), Hispanic/Latino,* and *Students with Disabilities subgroups.*

The **SED group**, which is 54% of the student population, in Language Arts is **67.2 points below level 3** and declined 6 points; in Math they are **59.6 points below level 3** and increased 11.8 points. The **Latino** subgroup, which is about 50% of the student population, are categorized as "Very low" in Language Arts at **91.6 points below level 3** and a decline of 12.7 points; in Math, the group is "Low" at **77. 8 points below level 3** but with a significant increase of 20.8 points. The **Students with Disabilities** group is the group with the highest needs. They are classified as "Very Low" in Language Arts at **114.5 points below level 3** and a decrease of 12.4 points. In Math, Students with Disabilities are also "Very Low" at **119.6 points below level 3,** but with an increase of 1.9 points.

English learner students, although they maintained their growth, are also a high need group at Randall. The EL group is listed as "Low" in both Language Arts , **51.1 points below Level 3**, and in Math, **37.7 points below level 3**.
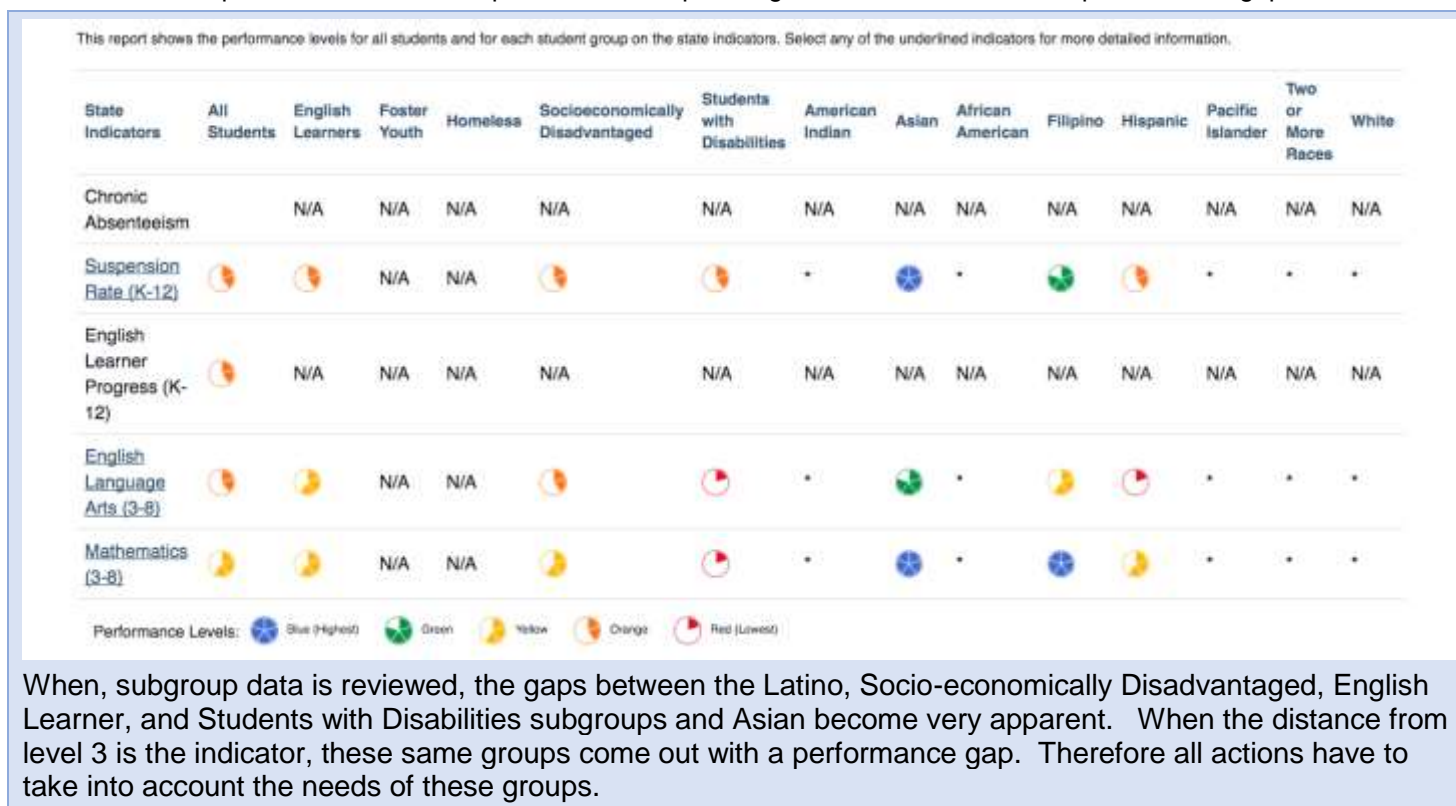
The suspension data indicates a need to focus on all students but especially Latino, Black, White, Students with Disabilities, and Socio-economically Disadvantaged students.

Action Plans:
- Increase the work and explicit teaching of expectations for PBIS/PRIDE at Randall
- Continue with Equity-centered Professional Learning Communities
- Continue with Instructional coaching for teachers
- Focus on students from the 4 main subgroups, especially students who are dually identified.
- Continue to focus on integrated and designated ELD especially in the 3rd to 6th grades.
- Continue to focus on Writing and ELA growth via the district writing benchmarks and iReady diagnostics

Referring to the California Dashboard (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

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	🟠	🟠	N/A	N/A	🟠	🟠	*	🔵	*	🟢	🟠	*	*	*
English Learner Progress (K-12)	🟠	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	🟠	🟡	N/A	N/A	🟠	🔴	*	🟢	*	🟡	🔴	*	*	*
Mathematics (3-8)	🟡	🟡	N/A	N/A	🟡	🔴	*	🔵	*	🔵	🟡	*	*	*

Performance Levels: 🔵 Blue (Highest) 🟢 Green 🟡 Yellow 🟠 Orange 🔴 Red (Lowest)

When, subgroup data is reviewed, the gaps between the Latino, Socio-economically Disadvantaged, English Learner, and Students with Disabilities subgroups and Asian become very apparent. When the distance from level 3 is the indicator, these same groups come out with a performance gap. Therefore all actions have to take into account the needs of these groups.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for SPSA Year	$312,661
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the SPSA for SPSA Year	$312,661

The SPSA is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the SPSA year not included in the SPSA.

$229,732	Total Projected LCFF Revenues for SPSA Year

Stakeholder Engagement

SPSA Year	✓ 2017–18 ☐ 2018–19 ☐ 2019–20

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?

Nov. 4, 2015--Staff meeting and Principal's coffee
Review Diagnostic 1 and 2; review growth.

March 3rd--Staff meeting and Principal's coffee
Review Diagnostic 1 and 3; review growth.

March 28th and 29th--SSC and Staff Meeting
The California Dashboard was presented to School Site Council and Staff respectively. Results, areas of strength and improvement were discussed. SSC suggested an increase of support for teachers to help with English learners. Staff specifically cited the need for help with Students with Disabilities and Support for English Language Arts specifically with English Learners.

April 7th--Principal's Coffee
The California Dashboard was explained and reviewed with parents. Parents saw the results of the CAASPP for the school and results were discussed. Parents discussed how offer additional help to students from the subgroups, especially in light that many students are either dual or triple identified (Latino, Socio-Economic, English Learners).

April 19th--Staff meeting
Teachers reflected on the professional development they received over the year and what had the biggest impact. The top answers were EPLC and Coaching followed by SEAL for TK-1st teachers and ELD for 2nd-6th.

IMPACT ON SPSA AND ANNUAL UPDATE

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

Ideas for Reductions: Reduce conference budget, reduce Instructional coach position to 1, reduce Instructional Assistant positions or hours
Ideas to continue to support: Equity-centered PLC, Coaching, SEAL, Tech programs, additional office hours

Goals, Actions, & Services

X New	☐ Modified	☐ Unchanged

Goal 1	All MUSD students will receive effective standards-based instruction (curriculum, instruction and assessment CCSS and NGSS aligned) from highly qualified staff in outstanding facilities/ environments.

State and/or Local Priorities Addressed by this goal:

STATE   x 1   x 2   ☐3   x 4   x 5   ☐6   x 7   x 8

LOCAL _____

Identified Need --Reds

As demonstrated by analysis of iReady Diagnostics and standardized test results, the overall achievement is below expectation. Compounding this is the fact that there are pronounced performance gaps affecting Latino students, students from low socioeconomic status, Students with Disabilities, and English language Learners. The need is to close the gap while raising the achievement level for all students.

2016-17 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
The school will show an increase of students at grade level between the first and last diagnostic as measured by iReady using the "End of Year" view metrics.	According to the iReady diagnostic scores for 2015-16, the school m its internal Expected Annual Measurable Outcome in both Language arts and Math; the number of students at grade level in March of 201 increased from 42 to 103, a change of 61 students and in math, it increased from 27 to 112, a change of 85 students.
	The State priority measures were not met as the overall score for the "Low" at 46.1 points below level 3.

17

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
‣ i-Ready Benchmark Assessment (D1-D4)	According to the iReady diagnostics from March 2017, in English Language Arts 79% of all students are below end of year expectations	By March 2018, 31% of students will be meeting end of year expectations in English Language Arts using the iReady diagnostic as the metric. This will decrease the number of students not at expectation to 69%.		
‣ i-Ready Benchmark Assessment (D1-D4)	According to the iReady diagnostics from March 2017, in Math 75% of all students are below end of year expectations.	By March 2018, 35% of students will be meeting end of year expectations in Math using the iReady diagnostic as the metric. This will decrease the number of students not at expectation to 65%.		
‣ CAASPP	According to the Overall English Language Arts CAASPP results for 2016, the school is in the "low" category, 46.1 points below level 3. The school also declined 1.7 points	The 2018 CAASPP overall results will increase from 15 to 20 points and no subgroup will decline.		
‣ CAASPP	According to the Overall Math CAASPP results for 2016, the school is in the "low" category, 36.7 points below level 3. The school increased significantly by 18.1 points	The 2018 CAASPP overall results will increase from 15 to 20 points and no subgroup will decline.		

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.---DON'T PUT OVER 10 ACTIONS. MAKE A GOAL FOR PARENT ENGAGEMENT

Goal 1   Action 1

Teachers will participate in Equity-Centered Professional Learning Community.	
Students to be Served	☐All District X All School X Students with Disabilities ☐[Specific Student Group(s)]_____
	X English Learners ☐Foster Youth X Low Income ☐Specific Grade spans:_____

Actions/Services	PLANNED Use PLC time to plan for our diverse learners.	ACTUAL
Expenditures	BUDGETED **$150,000**	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged

Weekly PLC time will be used to plan for our diverse learners by:
● Analyzing data
  ○ Monitoring student progress using student performance data (i-Ready, District Writing Benchmark, Interim Assessments)
  ○ Identifying student learning strengths and gaps
● Planning and developing Tiered activities to		

meet individual student learning needs
- ○ Differentiating content, process, and products in ELA and Math
- ○ Creating learning activities that
- ○ English Learner/Academic English development support
- ○ Targeted small group
- ○ Small group instructions in ELA and Math to to develop and strengthen skills in reading, literacy and math
- ○ Scaffolding supports
- ○ Acceleration plans for student learning to ensure high levels of learning for all students.
- ● Creating common assessments

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$150,000	Amount		Amount	
Source	LCFF/Title1	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES--

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

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

Build Instructional Practice through Coaching		
Students to be Served	☐All District X All School X Students with Disabilities ☐[Specific Student Group(s)]_____	
	X English Learners ☐Foster Youth X Low Income ☐Specific Grade spans:_____	

	PLANNED	ACTUAL
Actions/Services	Teachers and Instructional Coach will collaborate on developing high quality learning experiences that target individual student learning needs.	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**Instructional Coach $130,000 Supplemental 100%**	

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged

To ensure that all students receive high quality CCSS aligned instructions, teachers will participate in the coaching cycles that includes the cycle of:
  ● Planning, Demonstration Lesson, Feedback, Demonstration Lesson, Feedback, next steps conference.
 	
Additionally, the Instructional Coach will work with teachers by:
1. Modeling classroom instructions that:
  ● CCSS/NGSS aligned
  ● Are research based
  ● Are differentiated by content, process, and or product in both ELA and math
  ● Include tiered learning activities
  ● Include scaffolds and supports that allow all students to access curriculum (i.e. Small group instruction in math, guided reading, explicit skills instruction)
  ● Creating lessons that integrate EL strategies
2.Monitoring the progress of students identified as EL, SpEd, SED, and Hispanic/Latino students.
3.Developing instructional strategies that		

effectively support individual learning needs of all students.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$150,000	Amount		Amount	
Source	LCFF/Title1	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

Increase student achievement by focusing on integrated teaching units.	
Students to be Served	☐All District ☐All School X Students with Disabilities ☐[Specific Student Group(s)]_____
	X English Learners ☐Foster Youth X Low Income X Specific Grade spans:__TK-3_____

Actions/Services	PLANNED	ACTUAL
	Professional development: Year 2 training for TK/k teachers; year 1 training for 1st to 3rd grades. Coaching support	
Expenditures	BUDGETED $40,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
x New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Implement SEAL (Sobrato Early Academic		

Literacy) model ● Train K-3 teachers ● Design learning units with English language arts standards and Science or Social studies standards ● Include oral language development experiences in the units ● Purchase materials to support the integrated units ● Host parent workshops and Gallery walks to assist parents in continuing the learning at home Instructional coaching to assist in implementation of the SEAL model ● Planning ● Demonstration lessons ● Feedback cycles		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$40,000	Amount		Amount	
Source	Title 1	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

☐New	x Modified	☐Unchanged	

Goal 2

Randall staff will successfully address the social emotional needs of our students through intervention, service and support

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 x 3 ☐4 x 5 x 6 ☐7 ☐8

LOCAL _____

Identified Need

Students office discipline referrals are within acceptable range--85% of students have 0-1 referral. However, the students are not able to state expectations for all areas of the school and there is no formal system of support for the 15% of students with 2 or more referrals.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PRIDE office discipline referrals	15% of students have 2 or more referrals	"PRIDE" rodeo Decrease in the number of students with 2 or more ODR to 10%		
SST process	Students with 2 or more referrals do not have formal improvement plans	Establish behavior plans for students who have 2 or more referrals via the SST process.		
Parent Sign-ins	Students with more involved parents have higher achievement. Many parents from immigrant or Socio-economic Disadvantaged backgrounds lack access to how to work with or	Track and establish a baseline for the number of parents who attend Parent nights, Coffees, SSC meetings, and PTA. Develop outreach plan for		

	help their student.	underrepresented groups.		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL

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

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

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

Continue to implement PBIS/PRIDE with consistency and fidelity		
Students to be Served	☐All District X All School X Students with Disabilities ☐[Specific Student Group(s)]_____	
	X English Learners ☐Foster Youth X Low Income ☐Specific Grade spans:_____	

	PLANNED	ACTUAL
Actions/Services	Foster a positive school culture through clear articulation of expectations with effective supports in place.	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5000 Supplemental	

ANTICIPATED MODIFICATIONS TO ACTION

2017-18	2018-19	2019-20
x New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
To ensure that we foster a positive school culture, Randall staff will clearly articulate and enforce positive and expected behavior by: ● Holding a school wide assembly "PRIDE Rodeo" at the opening of the school year to communicate the expected behaviors for each area of the school. ● Reward positive behavior with *Superstar* dollars ● Opening the "Pride" store weekly where students can purchases prizes with Superstar dollars they earned.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$5000	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

Provide opportunities for families to engage in their students learning.	
Students to be Served	☐All District X All School X Students with Disabilities ☐[Specific Student Group(s)]_____
	X English Learners ☐Foster Youth X Low Income ☐Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Conduct Parent Engagement events to enhance parent participation	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$7000 Supplemental**	

2017-18	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged

To enhance parent participation, the site will conduct various meetings such as:
● Monthly Parent Coffee chats, an informal meeting to give parents an opportunity to ask questions and discuss concerns they may have.
● Monthly English Learner Advisory Committee (ELAC) where parents are invited to participate as part of the committee to:
  ○ Advise principal and school staff on programs and services for EL students
  ○ Advise SSC on the development of the SPSA
  ○ Review school's needs assessment
● Monthly School Site Council to help:
  ○ Support programs for all students (academics, student related activities, etc.)
  ○ Oversee spending of certain funds provided by LCAP
  ○ Develop the SPSA
● Parent Education will be offered throughout the school year to guide parents in their support of student learning from home through family events such as:
  ○ Literacy/Math Night a fun evening to engage and encourage parent support of		

student learning at home by sharing resources and strategies for developing skills in reading, writing, and or math. ○ SEAL Gallery Walks where students share and or demonstrate what they are learning in their class. ○ School tours to see classrooms in action and to learn how the school system works		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$7000	Amount		Amount	
Source	Title 1	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

Improve Home School Communication	
[Students to be Served](#)	☐All District x All School x Students with Disabilities ☐[Specific Student Group(s)]_____
	x English Learners ☐Foster Youth x Low Income ☐Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Improve communication for better parent engagement	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$5000**	

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

X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged

To improve communication between the home and the school, the site will:
● Provide translation for families whose primary language is not English using tools such as:
  ○ Parent Link/Blackboard
  ○ Community Resources
  ○ Email
  ○ Newsletters
  ○ Phone/Text
  ○ Website
  ○ Newsletters
● Send home a weekly communication envelope and post contents on the school website		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$5000	Amount		Amount	
Source	General	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

X New	☐Modified	☐Unchanged

Goal 3	MUSD students identified as Socioeconomically Disadvantaged, English Learner, Special Education, and Foster Youth will make significant growth in the 2016-2017 school year as measured by the AMOs.

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☐4 X 5 X 6 X 7 X 8

LOCAL _____

Identified Need

As demonstrated by the CAASPP results for 2016, English learners, Special Education students, Socio-economically disadvantaged students, and Latino students are all below level 3 in English language arts and Math.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Results	ELs are 51.1 points below level 3 SED are 61.2 points below level 3 Students with disabilities, 114.5 points below level 3 Latino students, 91.6 points below level 3	Make 15-20 points growth toward level 3		
CAASPP Math Result	ELs are 37.7 points below level 3 SED are 59.6 points below level 3 Students with disabilities, 119.6 points below level 3 Latino students, 77.8 points below level 3	Make 15-20 points growth toward level 3		
Disaggregated iReady diagnostic results	Currently iReady results are only looked as a whole or individually.	Create baseline data for how the subgroups are		

		progressing via the iReady diagnostics		

EXPECTED	ACTUAL

PLANNED ACTIONS / SERVICES--(DUPLICATE THIS PAGE FOR EACH 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 1

RTi time will be implemented to provide differentiated Academic Language Instruction		
Students to be Served	☐All District ☐All School x Students with Disabilities x [Specific Student Group(s)]____Latino_____	
	x English Learners ☐Foster Youth x Low Income ☐Specific Grade spans:_____	

	PLANNED	ACTUAL
Actions/Services	Teachers will participate in Equity-based Professional Learning Communities on a weekly basis.	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$188,000**	

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Meet with the instructional coach once a week in EPLC ● Discuss student work ● Plan instruction, scaffolds, adjustments, and modifications ● Create common assessments ● Analyze data from iReady, Writing, and Interim assessments.		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$188,000	Amount		Amount	
Source	LCFF, Title 1	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

Designated ELD will be provided for intermediate students		
Students to be Served	☐All District ☐All School ☐Students with Disabilities ☐[Specific Student Group(s)]_____	
	x English Learners ☐Foster Youth x Low Income ☐Specific Grade spans:_____	

2017-18	2018-19	2019-20
x New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged

Teachers will provide students in grades 4-6 with effective ELD instruction:
- aligned to CCSS ELD Framework
- 45 minutes for 4 days/week (M, T, Th, F)
- that targets instruction to each student's proficiency level
- that incorporates varied opportunities for students to interact using English language
- That offers ample opportunities for students to practice reading, writing, listening and speaking in English language

Teachers will receive coaching on effective ELD instruction

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$188,000	Amount		Amount	
Source	LCFF/Supplemental	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

The school will implement the Two-way Bilingual Immersion Program in Tk-1st grades.

Students to be Served	☐All District ☐All School x Students with Disabilities x [Specific Student Group(s)]____Latino_____
	x English Learners ☐Foster Youth x Low Income X Specific Grade spans:_TK-1_____

Actions/Services	PLANNED Implement the 90/10 Spanish-English in TK, Kinder and First.	ACTUAL

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$53,000	

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Implement Spanish Language arts reading curriculum ● Spanish chants, songs, read alouds ● Small group reading ● Integrated Science and Social studies standards Teach Math in Spanish ● Provide models and visuals ● Teach key vocabulary Teach Writing Genres in Spanish ● Narrative, Informational, & Opinion		

BUDGETED EXPENDITURES:

2017-18		**2018-19**		**2019-20**	
Amount	none	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

SPSA Year	X 2017–18 ☐2018–19 ☐2019–20

Estimated Supplemental and Concentration Grant Funds: | $ 369,400 | Percentage to Increase or Improve Services: | %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the SPSA year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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. Pearl Bray-Chavez	PTA	blakpearl93@yahoo.com	
2. Leslie Singh	Teacher	lsingh@musd.org	
3. Gerald Kervin	Teacher	gkervin@musd.org	
4. Dennise Ponce	Parent	denniseponce2014@gmail.com	
5. Adrienne Taylor Delgado	Parent	adrienne.n.delgado@gmai.com	
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	1	2	0	3	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)
   PTA
   English Language Advisory Committee

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:

_Carlos Salcido_____   _____
Typed name of School Principal   Signature of School Principal   Date

__Pearl Bray-Chavez_____   _____
Typed name of SSC Official   Signature of SSC Official   Date

Note: The following pages are instructions that came with the new LCAP template and are included for reference only as the plan is drafted. These pages can be deleted once the plan is finished.

DRAFT Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (SPSA) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the SPSA is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the SPSA to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The SPSA and Annual Update Template must be completed by all LEAs each year.

For school districts, the SPSA must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the SPSA must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their SPSAs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single SPSA consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The SPSA must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the SPSA may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in SPSA goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions:

Plan Summary

The SPSA is intended to reflect an school's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the SPSA each year.

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An 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.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total School General Fund Budget Expenditures for the SPSA Year**: This amount is the school's total budgeted General Fund expenditures for the SPSA year. The SPSA year means the fiscal year for which an SPSA is adopted or updated by July 1. The General Fund is the main operating fund of the School and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the SPSA for the SPSA Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the SPSA year from all sources of funds, as reflected in the SPSA. To the extent actions/services and/or expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the SPSA year not included in the SPSA:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for

planned actions/services for the SPSA year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for SPSA Year:** This amount is the total amount of LCFF funding the School estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the SPSA year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved SPSA. Minor typographical errors may be corrected.

* For example, for SPSA year 2017/18 of the 2017/18 – 2019/20 SPSA, review the goals in the 2016/17 SPSA. Moving forward, review the goals from the most recent SPSA year. For example, SPSA year 2020/21 will review goals from the 2019/20 SPSA year, which is the last year of the 2017/18 – 2019/20 SPSA.

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the SPSA.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the SPSA and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the SPSA. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the SPSA. In addition, Education Code 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 LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An 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. The requirements for this section are the same for each year of a three-year SPSA. When developing the SPSA, mark the appropriate SPSA year, and describe the stakeholder engagement process used to develop the SPSA and Annual Update. When developing the SPSA in year 2 or year 3, mark the appropriate SPSA year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the school's local bargaining units, and the community to inform the development of the SPSA and the annual review and analysis for the indicated SPSA year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the SPSA and the annual review and analysis for the indicated SPSA year.

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

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An School may also include additional local priorities. This section shall also include a description of the specific planned actions and School will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The SPSA is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the SPSA may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the SPSA development process, which includes the annual update and stakeholder engagement, 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 modified or unchanged from the previous year's SPSA; or, specify if the goal is new.

Goal

State the goal. LEAs 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. A goal answers the question: What is the School seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The SPSA must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, 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. LEAs 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 shall 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, but at minimum an School must use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the SPSA Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the School must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The School shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the School as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the School must indicate "All Schools". If the services are provided to specific schools within the School or specific grade spans only, the School must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the SPSA.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the school's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the School must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The School must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

● If the action/service being funded and provided is limited only to students who are in one of the unduplicated student groups, place a check mark next to "Limited to Student Groups" and specify the unduplicated student group(s).

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the SPSA.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the School must indicate "All Schools". If the services are provided to specific schools within the School or specific grade spans only, the School must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the SPSA.

Actions/Services

For each 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 may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the SPSA to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    o   If a planned action/service is anticipated to remain unchanged for the duration of the plan, an School may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year SPSA. For example, when developing year 1 of the SPSA, the goals articulated in year 3 of the preceding three-year SPSA will be from the prior year.

Charter schools may complete the SPSA to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the school's budget. The School must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

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

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single SPSA, the SPSA must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each SPSA year. When developing the SPSA in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate SPSA year. Using the copy of the table, complete the table as required for the current year SPSA. Retain all prior year tables for this section for each of the three years within the SPSA.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the SPSA year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the SPSA year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the SPSA year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
    A. Teachers in the School 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:
        i. English Language Arts – Common Core State Standards for English Language Arts
        ii. Mathematics – Common Core State Standards for Mathematics
        iii. English Language Development
        iv. Career Technical Education
        v. Health Education Content Standards
        vi. History-Social Science
        vii. Model School Library Standards
        viii. Physical Education Model Content Standards
        ix. Next Generation Science Standards
        x. Visual and Performing Arts
        xi. 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 UC or 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 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. S broad course of study including courses described under 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 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: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the SPSA in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, 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?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; School personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) 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 written comments or other feedback received by the School through any of the school's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) 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 state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities related to "Conditions of Learning": 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 related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the school's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the school's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual 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 unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and subgroups as defined in section 52052 that are different from the school's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?

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 individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the SPSA?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?