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	Marshall Pomeroy Elementary
Contact Name and Title	Nichol Klein, Principal

	Email and Phone	nklein@musd.org (408)635-2858

2017-2018 Plan Summary

THE STORY

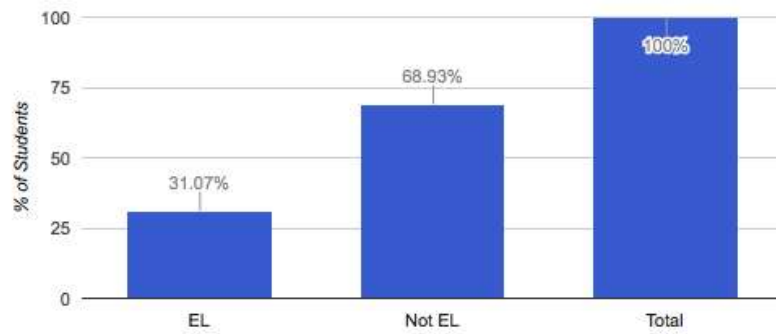Briefly describe the students and community and how the school serves them.

At Pomeroy, we work passionately to foster and inspire a love of academic and social learning in which all students can achieve their dreams and create a better world. At Pomeroy we have used a focus on our "Big 5" each year as a way to guide our work. For the 2017 – 2018 school year we will be focusing on the following "Big 5". 1) CCSS with an emphasis on Academic Language Development, Rigor and Critical Thinking 2) WIN (What I Need) 3) Personalized Learning , 4) BEST/PRIDE 5) Parent Engagement.

We believe that it is imperative to focus on Academic Language Development, Rigor and Critical Thinking Skills as a way to develop a deep understanding of Common Core State Standards (CCSS) in English Language Arts (ELA), English Language Development (ELD) and Math. We will use our Professional Learning Communities (PLC) and Instructional Leadership Team (ILT) to determine essential standards, focus on data driven instruction, reflect on our learning and provide support or enrichment to students. If we focus on providing high quality support to understand, teach and assess the Common Core State Standards using SEAL (Sobrato Early Academic Language), Thinking Maps and Singapore Math strategies, then we will see student mastery of Common Core State Standards in all academic areas and the development of 21st century skills. Our goal is that in the 2017-2018 school year all students will continue to make significant growth toward mastery of the CCSS in ELA, ELD and Math.

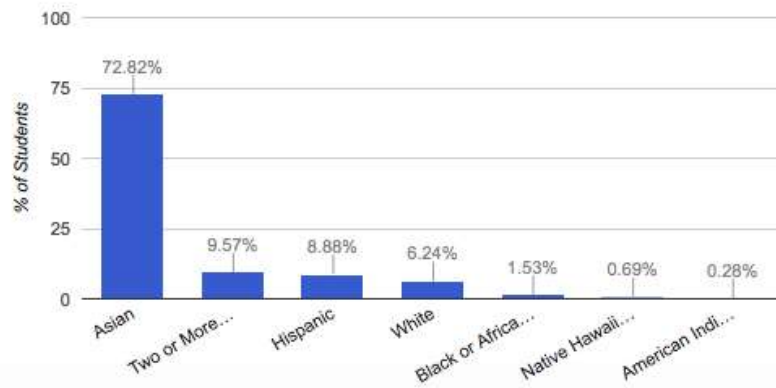The demographics at Marshall Pomeroy Elementary include:
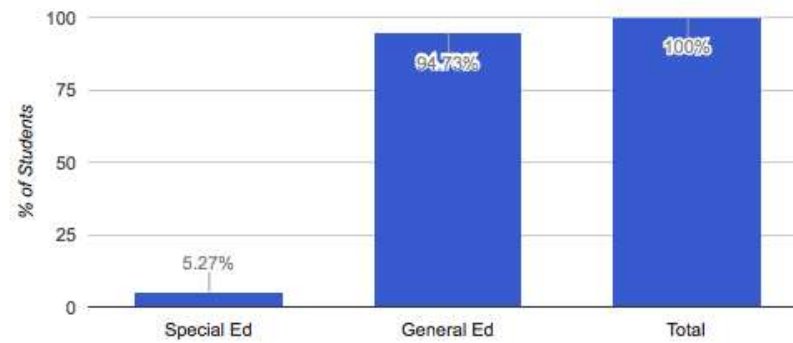
Demographic Distribution

English Learners

EL	31.07%
Not EL	68.93%
Total	100%

Demographic Distribution

Special Education

Special Ed	5.27%
General Ed	94.73%
Total	100%

Demographic Distribution

Race & Ethnicity Groups

Asian	72.82%
Two or More…	9.57%
Hispanic	8.88%
White	6.24%
Black or Africa…	1.53%
Native Hawaii…	0.69%
American Indi…	0.28%

Demographic Distribution

Socio-economically Disadvantag

SED	23.99%
Not SED	76.01%
Total	100%
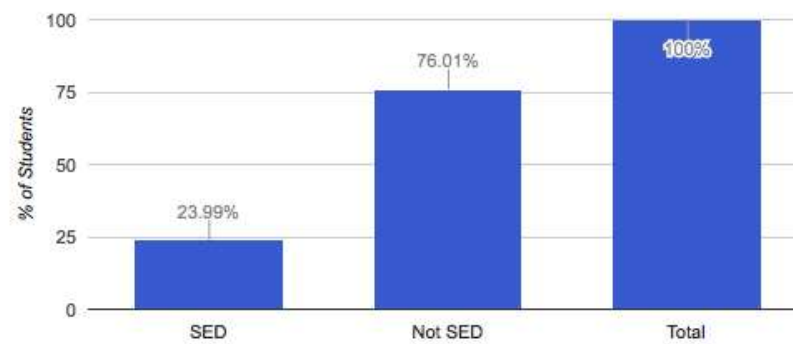
Complete Theory of Action

SPSA HIGHLIGHTS

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

The incorporation of WIN and PLCs in our daily schedule has contributed to the success of our students. The weekly PLC 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. as demonstrated in The chart below shows the progression of K-6 students' knowledge and skills in math. Additionally, it shows the progression of our subgroups in relation to all K-6 students. Individual grade level PLCs have also selected SMARTE (Specific Measurable, Attainable, Relevant, Time Based and Equitable) goals related directly to iready or SBAC data.

California School Dashboard Results - English Language Arts

	Student Performance	Number of Students	Status	Change
All Students	✦	389	Very High 58.6 points above level 3	Increased +10.3 points
English Learners	✦	183	Very High 53.2 points above level 3	Increased +10.5 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged	◑	93	Medium 8.3 points above level 3	Maintained +3.9 points
Students with Disabilities		26	Medium 3.1 points below level 3	Increased +17.5 points
African American		3	*	*
American Indian		2	*	*
Asian	✦	240	Very High 72.8 points above level 3	Increased +10.1 points
Filipino	✦	57	Very High 57 points above level 3	Increased +18.7 points
Hispanic	◑	39	Low 5.4 points below level 3	Declined -1.3 points
Pacific Islander		3	*	*
Two or More Races		22	High 41.1 points above level 3	Declined -4.4 points
White		23	Very High 59.7 points above level 3	Increased Significantly +25.3 points

California School Dashboard Results - Mathematics

	Student Performance	Number of Students	Status	Change
All Students	✿	390	Very High 46.3 points above level 3	Increased Significantly +16.1 points
English Learners	✿	183	Very High 47.5 points above level 3	Increased +14.9 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged	✿	93	Medium 10.4 points below level 3	Increased +13.3 points
Students with Disabilities		26	Medium 19.1 points below level 3	Increased Significantly +20.3 points
African American		3	*	*
American Indian		2	*	*
Asian	✿	241	Very High 69.8 points above level 3	Increased Significantly +15.8 points
Filipino	✿	57	High 28.8 points above level 3	Increased Significantly +25 points
Hispanic	◐	39	Low 51.2 points below level 3	Maintained +3.5 points
Pacific Islander		3	*	*
Two or More Races		22	High 21.6 points above level 3	Maintained -0.4 points
White		23	Very High 68.7 points above level 3	Increased Significantly +31.5 points

ELA Cohort Data

Growth Targets Met

Comparing D3 of 2015-2016 to D3 of 2016-2017 (standard view)

Current Grade Level of Cohort	Proficiency Percentage 2015-2016	Proficiency Percentage 2016-2017	Increase/Decrease
Kindergarten	45	80	+35

1st	58	71	+13
2nd	55	78	+23
3rd	60	77	+17
4th	48	62	+14
5th	45	71	+26
6th	58	69	+11
School (overall)	53	72	**+19**

Math Cohort Data
Growth Targets Met
Comparing D3 of 2015-2016 to D3 of 2016-2017 (standard view)

Current Grade Level of Cohort	Proficiency Percentage 2015-2016	Proficiency Percentage 2016-2017	Increase/Decrease
Kindergarten	42	74	+32
1st	59	56	-3
2nd	54	77	+23
3rd	63	64	+1
4th	57	73	+16

5th	61	84	+32
6th	61	76	+16
School (overall)	57	72	**+15**

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

California School Dashboard Results - Suspension Rate

	Student Performance	Number of Students	Status	Change
All Students		805	Very Low 0%	Declined -0.5%

Marshall Pomeroy has been successful in engaging students in creating a safe learning environment by empowering all students to take ownership for the individual choices they make. The school's partnership with Soul Shoppe and our work with BEST/PBIS the staff has eliminated the suspension rate and anticipate high scores on the next Healthy Kids Survey.

To help promote a learning environment where students feel safe, students to contribute to a school wide matrix that outlines expected behaviors in the playground, hallway, library, cafeteria, or office. In addition, when dealing with student behavior, the staff takes the time to correct unhealthy behaviors through mentoring, coaching students to self manage and self regulate.

Referring to the California Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

California School Dashboard Results - English Language Arts

	Student Performance	Number of Students	Status	Change
All Students		389	Very High 58.6 points above level 3	Increased +10.3 points
English Learners		183	Very High 53.2 points above level 3	Increased +10.5 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		93	Medium 8.3 points above level 3	Maintained +3.9 points
Students with Disabilities		26	Medium 3.1 points below level 3	Increased +17.5 points
African American		3	*	*
American Indian		2	*	*
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Hispanic		39	Low 5.4 points below level 3	Declined -1.3 points
Pacific Islander		3	*	*
Two or More Races		22	High 41.1 points above level 3	Declined -4.4 points
White		23	Very High 59.7 points above level 3	Increased Significantly +25.3 points

iReady Math Subgroup Data (over the course of 16-17 school year)
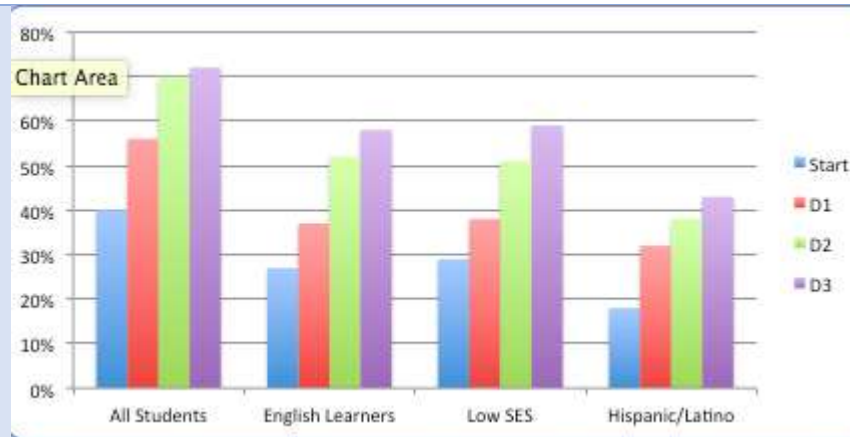
iReady English Language Arts Subgroup Data (over the course of the 16-17 school year)
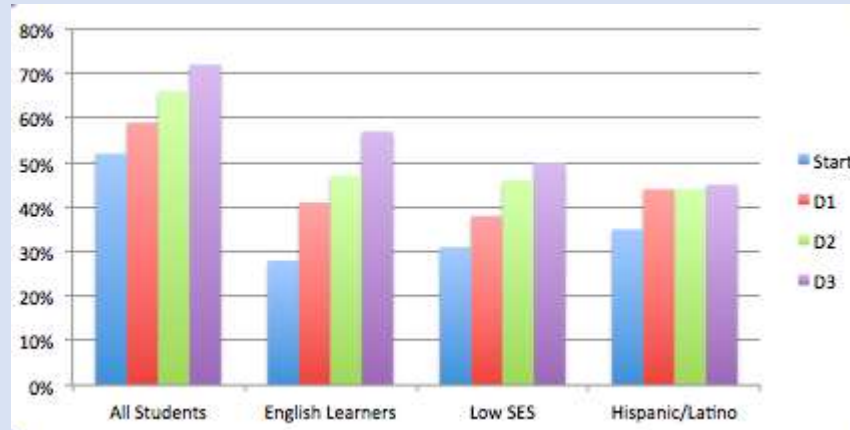
Based on our dashboard and current iReady diagnostic data, ELA and Math scores are closely tied. As for our subgroup students, the Low Socioeconomic Status (Low SES) and Hispanic/Latino are in high need of support. Our Special Education students (3.5% of school population partaking in iReady) will also continue to be a focus of our work, however we have selected Low SES (23.9% of school population) and Hispanic/Latino (8.8% of school population) as our target groups due to their size. The Low SES students averaged 8.3 points above the scale score range in ELA and increased on average 3.9 points. Additionally, our Hispanic/Latino students averaged 5.4 points below scale score range in ELA and declined on average 1.3 points. Our iReady diagnostic data also reflects a lower performance for these two groups compared to the overall school performance.

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

California Model Five-by-Five Placement Reports & Data

Marshall Pomeroy Elementary (Milpitas, CA)

Milpitas Unified
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 • **All Students (School Placement)** • **English Learners** • **Asian** • **Filipino**	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 • Socioeconomically Disadvantaged	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Red (None)	Orange • Hispanic or Latino	Yellow (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	0	1	1	0	3

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

As previously stated we will be providing additional support and focus to our Hispanic/Latino and Socioeconomically Disadvantaged subgroups. Below you will find our action plan to ensure a tightening in

performance gaps.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

Our Instructional Coach will guide our weekly PLCs to monitor our focus students' progress which will allow us to take proactive measures to address student learning needs.

Site administrators will monitor student attendance and will engage parents of at risks students in dialogues and create action plans to support the families and ensure that students attend school.

The incorporation of Lesson Studies teachers will have the opportunity to develop lessons and observe each others' best practices. Teacher teams will ROCI (Results Oriented Cycle of Inquiry) around the identified best practices.

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	$178,949 ($128,720 Supplemental and $50,229 Block Grant)
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the SPSA for SPSA Year	$178,949 ($128,720 Supplemental and $50,229 Block Grant)

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.

An additional portion of the computer software purchased will come from other site funding sources. (This action is stated in Goal 3 Action 2)

$ 178,949   Total Projected LCFF Revenues for SPSA Year

DESCRIPTION	Block Grant	Supplemental	Other: Grants/Donations	TOTAL
Allocation:	$50,229	$128,720		$178,949
				$0
Expenses:				$0
Object 1XXX : Certificated Salary		$38,196		$38,196
Teacher Salary				$0
Certificated Stipend		$5,000		$5,000
Substitute Teacher	$12,000	$25,000		$37,000
Sub-Total	$12,000	$68,196	$0	$80,196
				$0
Object 2XXX: Classified Salary	$5,060	$15,498		$20,558
Classified Clerical Salary				$0
Instructional Assistant				$0

Sub-Total	$5,060	$15,498	$0	$20,558
				$0
Object 3XXX: Benefits				$0
CE Statutory Benefit		$11,657		$11,657
CL Statutory Benefit	$1,577	$8,416		$9,993
Health and Welfare				$0
Sub-Total	$1,577	$20,073	$0	$21,650
				$0
Object 4XXX: Supplies	$10,000	$2,000		$12,000
Office Material and Supplies				$0
				$0
				$0
Non-Capitalized Equipment				$0
Sub-Total	$10,000	$2,000	$0	$12,000
				$0
Object 5XXX: Operational	$21,592	$22,953	$0	$44,545
Conference				$0
Parent Engagement				$0
Bus and Field-trips				$0

Other Professional Services				$0
Sub-Total	$21,592	$22,953	$0	$44,545
				$0
Indirect Costs				$0
				$0
Total Expenses	$50,229	$128,720	$0	$178,949
				$0
BALANCE	$0	$0	$0	$0

Stakeholder Engagement

SPSA Year   X 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?

With Whom?
- Instructional Leadership Team Meeting
- School Site Council Meeting
- Principal Coffee Chat
- PTA
- Teaching Staff

How?
Presentation of progress and areas of need and brainstorm programing.

_____

On March 16, site administrators met with the site leadership team to review student performance data on the California Dashboard. The ILT helped

to identify performance gaps and offered to facilitate grade level discussions on the topic. The staff meeting on March 20th created an opportunity for all staff members to review the California Dashboard and the progress our school is making. The California Dashboard was also shared with our stakeholder community on March 17th during our monthly Principal Chat.

On March 27th, the site leadership team reviewed the district goals as they relate to the SPSA and highlighted programs we already have in place to meet these goals. Additional items/programs were added to SPSA goal posters to enhance the work we are already doing to support the close of performance gaps. After completing these posters the team highlighted items that have a cost associated with them. This process was recreated with the whole staff on April 3rd. Additionally, the staff added stickers to each item to identify which component of the goal is being supported. This lead to our leadership team to begin generating actionable measures to ensure monies are being allocated to programs/supports that are ensuring our goals are being met. This conversation was continued during grade level meeting time as well. The staff meeting on April 24th was devoted to developing site level numeric goals based on our iReady and California Dashboard data. Staff generated subgroup goals tied to each of the SPSA goals.

During the School Site Council and PTA meetings on April 24th site administrators shared the progress we have made in the SPSA goal development. The postered used throughout the process were also displayed and questions were addressed.

IMPACT ON SPSA AND ANNUAL UPDATE

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

The meetings conducted thus far have all been in effort to generate this SPSA.

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. Pomeroy students will increase proficiency rates in both ELA and Math as measured by iReady diagnostic assessments.

State and/or Local Priorities Addressed by this goal:

| STATE   X 1   X 2   X 3   X 4   ☐5   ☐6   ☐7   X 8 |
| LOCAL _____ |

Identified Need

| As demonstrated by analysis of student work, growth measures and standardized test results, there are performance gaps affectings students. A further development of staff Professional Learning Communities is necessary to ensure high quality instruction is provided to all students. |

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
‣ i-Ready Benchmark Assessment (D3 standard view)	ELA 72% of students are within the grade level band, as measured by iReady diagnostic three (standard view) MATH 72% of students are within the grade level band, as measured by iReady diagnostic three (standard view)	78% of students will be within the grade level band as measured by iReady diagnostic number three (standard view) in ELA and Math.	83% of students will be within the grade level band as measured by iReady diagnostic number three (standard view) in ELA and Math.	88% of students will be within the grade level band as measured by iReady diagnostic number three (standard view) in ELA and Math.

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 **1**

Multi-Tiered System of Supports Description: All TK-6 grade teachers will engage in on-going cycles of inquiry.	
Students to be Served	☐All District X All School ☐Students with Disabilities ☐[Specific Student Group(s)]
	☐English Learners ☐Foster Youth X Low Income ☐Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	**Impact of release time will be measured using:** **Agendas** **ROCI Data** **SMARTE Goals** **Evaluations Including Next Steps**	
Expenditures	BUDGETED **$7000**	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION
ACTION NARRATIVES:

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

Release time for teachers to plan cycles of inquiry. Review effectiveness of each grade level PLC meeting time and the previously determined priority standards. Provide release time to analyze data and lesson quality.	Release time for teachers to plan cycles of inquiry. Review effectiveness of each grade level PLC meeting time and the previously determined priority standards. Provide release time to analyze data and lesson quality.	Release time for teachers to plan cycles of inquiry. Review effectiveness of each grade level PLC meeting time and the previously determined priority standards. Provide release time to analyze data and lesson quality.

BUDGETED EXPENDITURES:

2017-18

Amount	$7,000
Source	Block
Budget Reference	1000 and 3000

2018-19

Amount	$7,000
Source	Block
Budget Reference	1000 and 3000

2019-20

Amount	$7,000
Source	Block
Budget Reference	1000 and 3000

Goal 1   Action 2

Multi-Tiered System of Supports Description: Ongoing support and training for SEAL (grades K - 3) and Thinking Maps Writing and PBL.		
Students to be Served	☐All District X All School ☐Students with Disabilities ☐[Specific Student Group(s)]	
	☐English Learners ☐Foster Youth ☐Low Income ☐Specific Grade spans:_____	

	PLANNED	ACTUAL
Actions/Services	**Impact of training and unit development will be measured using:** **Agendas** **Benchmark Data** **Parent Event List/Percentage of Attendance Logs** **WIN Course Offerings** **One to one chromebooks in grade 4 - 6** **Lesson study documents**	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$35,000**	

2017-18	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Increased Emphasis on Critical Thinking Strategies, High Order Questioning, Project-Based Learning, Personalized Learning and Other Interactive Instructional Practices. Ongoing support and training for SEAL (grades K - 3) and Thinking Maps Writing and PBL. Release time and substitutes for SEAL, PBL and PLP cohorts. Continue developing WIN, SEAL, PBL and PLP units/lesson focusing on the needs of struggling students, the incorporation of cognitive skills, Habits of Success and technology integration.	Increased Emphasis on Critical Thinking Strategies, High Order Questioning, Personalized Learning and Other Interactive Instructional Practices. Ongoing support and training for SEAL (grade 3) and Thinking Maps Writing. Release time and substitutes for SEAL and PLP cohorts. Continue developing WIN, SEAL and PLP units/lesson focusing on the needs of struggling students, the incorporation of cognitive skills, Habits of Success and technology integration.	Increased Emphasis on Critical Thinking Strategies, High Order Questioning, Personalized Learning and Other Interactive Instructional Practices. Ongoing support and training for Thinking Maps Writing. Continue developing WIN, SEAL and PLP units/lesson focusing on the needs of struggling students, the incorporation of cognitive skills, Habits of Success and technology integration.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$35,000	Amount	$25,000	Amount	n/a
Source	$25,000 Supplemental $10,000 Block	Source	$25,000 Supplemental	Source	
Budget Reference	1000 and 3000	Budget Reference	1000 and 3000	Budget Reference	1000 and 3000

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

Multi-Tiered System of Supports Description: Provide an Instructional Coach to ensure appropriate interventions are meeting the needs of students, and teacher professional development is increasing effective standards based instruction.			
Students to be Served	☐All District X All School	☐Students with Disabilities	☐[Specific Student Group(s)] Hispanic/Latino
	☐English Learners ☐Foster Youth	☐Low Income	☐Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	**Impact of our instructional coach will be measured using:** **Schedule (to show maximization of time)** **Demo Lessons (all grades)** **Professional Development Agendas/Surveys** **Homework/Tutoring Attendance Logs**	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$55,000**	

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Monitor Interventions and develop CCSS aligned and rigorous units of study with the support of an Instructional Coach. Continue to identify individual needs using multiple measures of additional data. Use ROCI to create action plans and SMART goals around CCSS in ELA. Monitor student's progress using Illuminate. Purchase and implement appropriate supports and professional development. Utilize WIN (What I Need) rotations to maximize student learning and personalization. Continue to provide an Instructional Coach to ensure appropriate interventions are meeting the needs of students, and teacher professional development is increasing effective standards based instruction. Maximize learning opportunities before and after school by offering homework and tutoring for all students interested.	Monitor Interventions and develop CCSS aligned and rigorous units of study with the support of an Instructional Coach. Continue to identify individual needs using multiple measures of additional data. Use ROCI to create action plans and SMART goals around CCSS in ELA. Monitor student's progress using Illuminate. Purchase and implement appropriate supports and professional development. Utilize WIN (What I Need) rotations to maximize student learning and personalization. Continue to provide an Instructional Coach to ensure appropriate interventions are meeting the needs of students, and teacher professional development is increasing effective standards based instruction. Maximize learning opportunities before and after school by offering homework and tutoring for all students interested.	Monitor Interventions and develop CCSS aligned and rigorous units of study with the support of an Instructional Coach. Continue to identify individual needs using multiple measures of additional data. Use ROCI to create action plans and SMART goals around CCSS in ELA. Monitor student's progress using Illuminate. Purchase and implement appropriate supports and professional development. Utilize WIN (What I Need) rotations to maximize student learning and personalization. Continue to provide an Instructional Coach to ensure appropriate interventions are meeting the needs of students, and teacher professional development is increasing effective standards based instruction. Maximize learning opportunities before and after school by offering homework and tutoring for all students interested.

2017-18		2018-19		2019-20	
Amount	$55,000	Amount	$55,000	Amount	$55,000
Source	$50,000 Supplemental $5,000 Block	Source	$50,000 Supplemental $5,000 Block	Source	$50,000 Supplemental $5,000 Block
Budget Reference	1000, 3000 and 4000	Budget Reference	1000, 3000 and 4000	Budget Reference	1000, 3000 and 4000

Goals, Actions, & Services

	X New	☐ Modified	☐ Unchanged
Goal 2	MUSD staff will successfully address the social emotional needs of our students through intervention, service and support. Pomeroy will continue to develop the social emotional needs of all students by incorporating character development, mental health support, and restorative justice practices. With the focus on social emotional need we anticipate an increase in daily attendance rates.		

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 X 3 ☐4 X 5 X 6 ☐7 ☐8

LOCAL _____

Identified Need

As demonstrated by low parent participation, a 97% attendance rate, insufficient parent education/engagement opportunities. the need is to target and evaluate actions to address identifiable opportunities for parent engagement and an increase in social emotional well-

being.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard	Suspension rate of zero.	Maintain suspension rate of zero while establishing, communicating and maintaining a behavior expectation system for our school.	Maintain suspension rate of zero while establishing, communicating and maintaining a behavior expectation system for our school.	Maintain suspension rate of zero while establishing, communicating and maintaining a behavior expectation system for our school.
Soul Shoppe Surveys	New Measure	65% feedback from parents of the Soul Shoppe program. 85% of students will provide positive feedback of the Soul Shoppe Program	70% feedback from parents. 88% of students will provide positive feedback of the Soul Shoppe Program	80% feedback from parents. 90% of students will provide positive feedback of the Soul Shoppe Program
Attendance Rate	97.3% average daily attendance rate (as measured by Aeries Attendance Summary Report)	1% increase in average attendance.	.5% increase in average attendance.	.5% increase in average attendance.

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 2   Action 1

Multi-Tiered System of Supports Description: Provide an additional day of mental health services to students in form of social groups or individual counseling.	
Students to be Served	☐All District X All School ☐Students with Disabilities ☐[Specific Student Group(s)]_____
	☐English Learners ☐Foster Youth ☐Low Income ☐Specific Grade spans:_____

Actions/Services	PLANNED **Impact of our support will be measured using:** **Reduction of Majors and Minors Behavior Referrals** **BEST ROCI Data** **Mental Health Support Schedule (to show maximization of time)**	ACTUAL
Expenditures	BUDGETED $17000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION
ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Continue to monitor impact of third day of mental health services and other supports for students. Ensure the social and emotional needs of students are being met through a reduction of behavior referrals and a decrease of students in SST due to behavior needs.	Continue to monitor impact of third day of mental health services and other supports for students.	Continue to monitor impact of third day of mental health services and other supports for students.

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20

Amount	$17,000		Amount	$17,000		Amount	$17,000
Source	Block		Source	Block		Source	Block
Budget Reference	5000		Budget Reference	5000		Budget Reference	5000

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

Multi-Tiered System of Supports Description: Further develop PBIS strategies by partnering with Soul Shoppe.	
Students to be Served	☐All District X All School ☐Students with Disabilities ☐[Specific Student Group(s)]_____
	☐English Learners ☐Foster Youth ☐Low Income ☐Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	**Impact of Soul Shoppe support will be measured using:** **Evaluations of Assemblies (Teacher and Student)** **Reduction of Majors and Minors Behavior Referrals** **BEST ROCI Data** **Assembly Schedules (to show maximization of time)** **Peacemaker Agendas** **Peacemaker Incident Logs** **Parent Resources**	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$15000**	

ANTICIPATED MODIFICATIONS TO ACTION
ACTION NARRATIVES:

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

Based on feedback from staff, make appropriate changes in providing assemblies, Parent Nights, classroom lessons, Peacemaker program and teacher PD on ways to enhance bully prevention on our campus	Based on collected data make appropriate changes in providing assemblies, Parent Nights, classroom lessons, Peacemaker program and teacher PD on ways to enhance bully prevention on our campus	Based on collected data make appropriate changes in providing assemblies, Parent Nights, classroom lessons, Peacemaker program and teacher PD on ways to enhance bully prevention on our campus

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

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

Multi-Tiered System of Supports Description: Integrate social emotional behavior into the RTI paradigm/ Behavior Expectation System for our School Site.			
Students to be Served	☐All District X All School ☐Students with Disabilities ☐[Specific Student Group(s)] _____		
	☐English Learners ☐Foster Youth ☐Low Income ☐Specific Grade spans:_____		

	PLANNED	ACTUAL
Actions/Services	**Impact of our support will be measured using:** **Reduction of Majors and Minors Behavior Referrals** **BEST ROCI Data** **Student Preferences for PRIDE Cart items** **Friday Club Options (with number of students in attendance)**	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$2000**	

ANTICIPATED MODIFICATIONS TO ACTION
ACTION NARRATIVES:

2017-18	2018-19	2019-20

X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Integrate social emotional behavior into the RTI paradigm/ Behavior Expectation System for our School Site. Based on BEST implementation evaluation feedback, make changes and updates to our program. Purchase positive reinforcement items for PRIDE Cart and ensure Friday Club selection is promoting positive behavior. Incorporate a social emotional behavior course in alternating WIN cycles.	Integrate social emotional behavior into the RTI paradigm/ Behavior Expectation System for our School Site. Based on BEST implementation evaluation feedback, make changes and updates to our program. Purchase positive reinforcement items for PRIDE Cart and ensure Friday Club selection is promoting positive behavior. Incorporate a social emotional behavior course in alternating WIN cycles.	Integrate social emotional behavior into the RTI paradigm/ Behavior Expectation System for our School Site. Based on BEST implementation evaluation feedback, make changes and updates to our program. Purchase positive reinforcement items for PRIDE Cart and ensure Friday Club selection is promoting positive behavior. Incorporate a social emotional behavior course in alternating WIN cycles.

BUDGETED EXPENDITURES:

2017-18

Amount	$2,000
Source	Supplemental
Budget Reference	4000

2018-19

Amount	$2,000
Source	Supplemental
Budget Reference	4000

2019-20

Amount	$2,000
Source	Supplemental
Budget Reference	4000

Goal **2**   Action **4**

Multi-Tiered System of Supports Description: Monitor attendance and provide supports early to ensure efforts are made to attend school each day.	
Students to be Served	☐All District X All School ☐Students with Disabilities ☐[Specific Student Group(s)]_____
	☐English Learners ☐Foster Youth ☐Low Income ☐Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	**Impact of our support will be measured using:** **Increase in daily attendance rate**	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$8500**	

ACTION NARRATIVES:

	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Monitor attendance and provide supports (determined during meetings with families ex. transportation, alarm clocks) early to ensure efforts are made to attend school each day. Reward students for improving their attendance rate or maintaining 100% attendance.	Monitor attendance and provide supports early to ensure efforts are made to attend school each day. Reward students for improving their attendance rate or maintaining 100% attendance.	Monitor attendance and provide supports early to ensure efforts are made to attend school each day. Reward students for improving their attendance rate or maintaining 100% attendance.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$8,500	Amount	$8,500	Amount	$8,500
Source	Block Grant	Source	Block Grant	Source	Block Grant
Budget Reference	2000 and 3000	Budget Reference	2000 and 3000	Budget Reference	2000 and 3000

Goals, Actions, & Services

	X New	☐Modified	☐Unchanged
Goal 3	MUSD Economically Disadvantaged, English Learners, Foster Youth and Special Education students will make significant academic growth as detailed by the Annual Measurable Outcomes. Pomeroy will increase proficiency rates of our English Learners, Low SES and Hispanic/Latino student subgroups. In addition, Pomeroy will focus on increasing the amount of progress our Special Education students over the course of the year. These goals will be measured using SBAC and iReady summative reports.		

State and/or Local Priorities Addressed by this goal:

STATE ☐1 X 2 X 3 X 4 ☐5 ☐6 X 7 X 8

LOCAL _____

Identified Need

As demonstrated by analysis of students work, growth measures and standardized test results, there are pronounced performance gaps affecting students with low socioeconomic supports (low SES), low English language mastery, Hispanic/Latino background and Special Education Students. Whole school proficiency rates of 72% for both ELA and Math while subgroups are much lower (Low SES = 49% ELA 56% Math, Hispanic/Latino = 44% ELA 39% Math, ELs = 56% ELA and Math).

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard English Learner Progress	Status of 88.1% and an increase of 5.7% over time.	90% of English learners will progress one CELDT level over the course of one school year.	90% of English learners will progress one CELDT level over the course of one school year.	90% of English learners will progress one CELDT level over the course of one school year.
California School Dashboard ELA Data	All Students = 58.6 points above level 3 an increase of 10.3 points **Low SES** = 8.3 points above level 3 an increase of 3.9 points **English Learners** = 53.2 points above level 3 an increase of 10.5 points **SPED** = 3.1 points above level 3	Historically underserved students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards.		

	an increase of 17.5 points		
California School Dashboard Math Data	**All Students** = 46.3 points above level 3 an increase of 16.1 points **Low SES** = 10.4 points above level 3 an increase of 13.3 points **English Learners** = 47.5 points above level 3 an increase of 14.9 points **SPED** = 19.1 points above level 3 an increase of 20.3 points	Historically underserved students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards.	
iReady Diagnostic number 3 (standard view)	**ELA:** 49% of low socioeconomic students are currently within the grade level band as measured by iReady diagnostic number 3 (standard view) **Math:** 56% of low socioeconomic students are currently within the grade level band as measured by iReady diagnostic number 3 (standard view)	ELA: 60% of Low SES will be within the grade level band as measured by iReady diagnostic number three (standard view). Math: 65% of Low SES will be within the grade level band as measured by iReady diagnostic number three (standard view).	ELA: 65% of Low SES will be within the grade level band as measured by iReady diagnostic number three (standard view). Math: 70% of Low SES will be within the grade level band as measured by iReady diagnostic number three (standard view).	ELA: 70% of Low SES will be within the grade level band as measured by iReady diagnostic number three (standard view). Math: 75% of Low SES will be within the grade level band as measured by iReady diagnostic number three (standard view).
iReady Diagnostic number 3 (standard view)	**ELA:** 44% of Hispanic/Latino students are currently within the grade level band as measured by iReady diagnostic number 3 (standard view). **Math:** 39% of Hispanic/Latino	ELA: 50% of Hispanic/ Latino students will be within the grade level band as measured by iReady diagnostic number three (standard view).	ELA: 55% of Hispanic/ Latino students will be within the grade level band as measured by iReady diagnostic number three (standard view).	ELA: 60% of Hispanic/ Latino students will be within the grade level band as measured by iReady diagnostic number three (standard view).

	students are currently within the grade level band as measured by iReady diagnostic number 3 (standard view).	Math: 45% of Hispanic/ Latino students will be within the grade level band as measured by iReady diagnostic number three (standard view).	Math: 50% of Hispanic/ Latino students will be within the grade level band as measured by iReady diagnostic number three (standard view).	Math: 55% of Hispanic/ Latino students will be within the grade level band as measured by iReady diagnostic number three (standard view).
iReady Diagnostic number 3 (standard view)	**ELA:** 56% of English learning students are currently within the grade level band as measured by iReady diagnostic number 3 (standard view). **Math:** 56% of English learning students are currently within the grade level band as measured by iReady diagnostic number 3 (standard view)	ELA: 65% of English Learning students will be within the grade level band as measured by iReady diagnostic number three (standard view). Math: 65% of English Learning students will be within the grade level band as measured by iReady diagnostic number three (standard view).	ELA: 70% of English Learning students will be within the grade level band as measured by iReady diagnostic number three (standard view). Math: 70% of English Learning students will be within the grade level band as measured by iReady diagnostic number three (standard view).	ELA: 75% of English Learning students will be within the grade level band as measured by iReady diagnostic number three (standard view). Math: 75% of English Learning students will be within the grade level band as measured by iReady diagnostic number three (standard view).
iReady Diagnostic comparing diagnostic number one to number four	ELA: Special Education students are making .74 years of growth as measured by comparing diagnostic 1 to diagnostic 3 in iReady. Math: Special Education students are making .67 years of growth as measured by comparing	ELA: Special Education students will make .84 years of growth as measured by comparing iReady diagnostic one to diagnostic four. Math: Special	ELA: Special Education students will make .9 years of growth as measured by comparing iReady diagnostic one to diagnostic four. Math: Special	ELA: Special Education students will make 1 year of growth as measured by comparing iReady diagnostic one to diagnostic four. Math: Special Education students will make .82

	diagnostic 1 to diagnostic 3 in iReady	Education students will make .72 years of growth as measured by comparing iReady diagnostic one to diagnostic four.	Education students will make .77 years of growth as measured by comparing iReady diagnostic one to diagnostic four.	years of growth as measured by comparing iReady diagnostic one to diagnostic four.

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 **3** Action **1**

Multi-Tiered System of Supports Description: Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations.		
Students to be Served	☐All District ☐All School X Students with Disabilities X [Specific Student Group(s) Hispanic/Latino_____	
	X English Learners ☐Foster Youth X Low Income ☐Specific Grade spans:_____	

Actions/Services	PLANNED **Impact of Instructional Coach as it relates to historically underserved populations:** **Demo Lessons** **PLC Attendance (serve as an instructional resource)** **SST Attendance (serve as an instructional resource)** **WIN course offerings and number of students attending**	ACTUAL
Expenditures	BUDGETED **$52,000 (previously stated in Goal #1)** **$5,000 for materials**	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION
ACTION NARRATIVES:

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

☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations, SEAL program. Ongoing support for Thinking Maps Pathways to Proficiency to utilize during whole school devoted ELD block. Continue to develop grade level CCSS ELD time and curriculum. Integrate ELD in ELA content schoolwide. Provide time for planning, non-fiction text and materials for unit development. Incorporate all credentialed teachers to ensure students are receiving what they need (WIN rotations).	Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations, SEAL program. Ongoing support for Thinking Maps Pathways to Proficiency to utilize during whole school devoted ELD block. Continue to develop grade level CCSS ELD time and curriculum. Integrate ELD in ELA content schoolwide. Provide time for planning, non-fiction text and materials for unit development. Incorporate all credentialed teachers to ensure students are receiving what they need (WIN rotations).	Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations, SEAL program. Ongoing support for Thinking Maps Pathways to Proficiency to utilize during whole school devoted ELD block. Continue to develop grade level CCSS ELD time and curriculum. Integrate ELD in ELA content schoolwide. Provide time for planning, non-fiction text and materials for unit development. Incorporate all credentialed teachers to ensure students are receiving what they need (WIN rotations).

BUDGETED EXPENDITURES:

2017-18

Amount	$5,000
Source	Block
Budget Reference	4000

2018-19

Amount	$5,000
Source	Block
Budget Reference	4000

2019-20

Amount	$5,000
Source	Block
Budget Reference	4000

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

Multi-Tiered System of Supports Description:	Incorporate the use of personalized learning opportunities and language acquisition software.		
Students to be Served	☐All District ☐All School X Students with Disabilities X [Specific Student Group(s)] Hispanic/Latino___		
	X English Learners ☐Foster Youth X Low Income ☐Specific Grade spans:_____		

Actions/Services	PLANNED **Impact of computer software as it relates to historically underserved populations:**	ACTUAL

	Benchmark Assessments CELDT Scores Language acquisition software data	
Expenditures	BUDGETED **$20,000**	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Targeted instruction will be used to ensure the acceleration of language acquisition for ELs and support historically underserved populations. Evaluate effectiveness of RTI support for L1, L2 and long-term EL students. Continue to use district provided or grade level specific rubrics from Thinking Maps Writing to guide differentiated instruction in ELA and Math. Incorporate the use of personalized learning opportunities and language acquisition software.	Targeted instruction will be used to ensure the acceleration of language acquisition for ELs and support historically underserved populations. Evaluate effectiveness of RTI support for L1, L2 and long-term EL students. Continue to use district provided or grade level specific rubrics from Thinking Maps Writing to guide differentiated instruction in ELA and Math. Incorporate the use of personalized learning opportunities and language acquisition software.	Targeted instruction will be used to ensure the acceleration of language acquisition for ELs and support historically underserved populations. Evaluate effectiveness of RTI support for L1, L2 and long-term EL students. Continue to use district provided or grade level specific rubrics from Thinking Maps Writing to guide differentiated instruction in ELA and Math. Incorporate the use of personalized learning opportunities and language acquisition software.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	$7,953 Supplemental $4,592 Block $7,815 Decentralized	Source	$10,000 Supplemental $10,000 Block	Source	$10,000 Supplemental $10,000 Block
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

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

Multi-Tiered System of Supports Description:	Provide opportunities for underserved populations to access before/after school supports.

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

Actions/Services	PLANNED **Impact of supports as they relate to historically underserved populations:** **Attendance Logs** **PLP percentage of students on track**	ACTUAL
Expenditures	BUDGETED **$5,000**	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION
ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations. Integrate additional time during RTI for L1 and L2 students as well as long term ELs. Implement push-in resource support for our special education students, rather than pull out support (as appropriate). Provide opportunities for underserved populations to access before/after school supports. Assess and evaluate effectiveness of previous year's plan	Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations. Integrate additional time during RTI for L1 and L2 students as well as long term ELs. Implement push-in resource support for our special education students, rather than pull out support (as appropriate). Provide opportunities for underserved populations to access before/after school supports. Assess and evaluate effectiveness of previous year's plan and make changes	Continue the implementation and use of explicit and proficiency leveled ELD instruction to accelerate language acquisition of ELs and support vocabulary of historically underserved populations. Integrate additional time during RTI for L1 and L2 students as well as long term ELs. Implement push-in resource support for our special education students, rather than pull out support (as appropriate). Provide opportunities for underserved populations to access before/after school supports. Assess and evaluate effectiveness of previous year's

and make changes accordingly.	accordingly.	plan and make changes accordingly.

BUDGETED EXPENDITURES:

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Block	Source	Block	Source	Block
Budget Reference	1000	Budget Reference	1000	Budget Reference	1000

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

Multi-Tiered System of Supports Description:	Provide academic accommodations for ELs, SPED and Hispanic/Latino to access the core curriculum.		
Students to be Served	☐All District ☐All School X Students with Disabilities	X [Specific Student Group(s)] Hispanic/Latino	
	X English Learners ☐Foster Youth ☐Low Income ☐Specific Grade spans:_____		

	PLANNED	ACTUAL
Actions/Services	**Impact of our increased supports will be measured using:** **CELDT Scores** **Benchmark Data** **Support Staff Schedules (to show time maximization)** **WIN Course Offerings** **Fully utilize California School Dashboard, SBAC and Illuminate data to determine if this RTI Model is working for our students.** **SST Data**	
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**$27,000**	

ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged	☐New ☐Modified ☐Unchanged
Provide academic accommodations for ELs, SPED and Hispanic/Latino to access the core curriculum. Continue to implement an RTI model that supports all SPED, EL and Hispanic/Latino students. Continue Blended Learning using Interventions screeners, SBAC or iReady data for student placement. Seek differentiated approaches to personalize learning utilizing an inclusion model with all teachers. Fully utilize California School Dashboard, SBAC and Illuminate data to determine if this RTI Model is working for our students. Provide our EL students (CELDT scores 1 and 2) with additional resources during the school day.	Provide academic accommodations for ELs, SPED and Hispanic/Latino to access the core curriculum. Continue to implement an RTI model that supports all SPED, EL and Hispanic/Latino students. Continue Blended Learning using Interventions screeners, SBAC or iReady data for student placement. Seek differentiated approaches to personalize learning utilizing an inclusion model with all teachers. Fully utilize California School Dashboard, SBAC and Illuminate data to determine if this RTI Model is working for our students. Provide our EL students (CELDT scores 1 and 2) with additional resources during the school day.	Provide academic accommodations for ELs, SPED and Hispanic/Latino to access the core curriculum. Continue to implement an RTI model that supports all SPED, EL and Hispanic/Latino students. Continue Blended Learning using Interventions screeners, SBAC or iReady data for student placement. Seek differentiated approaches to personalize learning utilizing an inclusion model with all teachers. Fully utilize California School Dashboard, SBAC and Illuminate data to determine if this RTI Model is working for our students. Provide our EL students (CELDT scores 1 and 2) with additional resources during the school day.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$27,000	Amount	$27,000	Amount	$27,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000 and 3000	Budget Reference	2000 and 3000	Budget Reference	2000 and 3000

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. Nichol Klein	Principal		
2. Shangrila Mia-Ramzan	Assistant Principal		
3. Courtney Caglia-Hilty	Staff		
4. Sarah Santos	Staff		
5. William Lam	Parent		
6. David Yuan	Parent		
7. Greg Jones	Parent		
8. Christine Young	Parent		
9.			
10.			
11.			

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	1	4	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
    - PTA
    - DELAC
    - CBAC

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

Attested:

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

_____   _____
Typed name of SSC Official   Signature of SSC Official   Date

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.

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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.

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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

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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?