School Plan for Student Achievement

Local Control Accountability Plan and Annual Update (SPSA) Template

School Name	Curtner Elementary
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2017-20 Plan Summary

THE STORY

Curtner is multicultural community of 740 students served by a highly dedicated staff. Curtner contains groups of students with a variety of backgrounds including our English Learner population which is 37% of the total population, socioeconomically disadvantaged students which is 20%, and students with disabilities which is 5%.

Curtner believes that in order to provide students with an excellent education they must be in a school that provides:

- A safe environment
- High quality teachers who provide rigorous instruction
- Systematic Interventions that target students' needs

First and foremost, students need a safe environment. A safe environment begins with clear expectations. Curtner has committed to utilizing the PBIS (Positive Behavioral Interventions and Supports) to establish clear expectations for the varied learning environments we have on campus so that all students are successful in meeting the school-wide expectations and feel safe and valued.

Second, students must have high quality teachers to access the core curriculum. The hallmark of high quality teachers is opportunity for clear, targeted professional development and opportunities for teachers to support one another through their Professional Learning Communities. Curtner has dedicated itself to establishing high-functioning Professional Learning Communities that collaborate around the professional development we have chosen to enhance the instruction on core curriculum.

Finally, students must be provided with systematic interventions that target the behavioral and academic needs of students. Interventions must be timely, research-based, and delivered during the instructional day whenever possible. At the core of our academic program is the use of blended learning and personalized learning. Teachers provide targeted, systematic support through blended learning rotations, which emphasize small group instruction to meet the needs of diverse learners.

The goals and actions in this plan support each student in accessing each of the above elements in very specific ways. The tasks and timelines have been developed with stakeholders of the Curtner community and are based on both qualitative and quantitative data that have been discussed throughout the year in multiple settings such as staff meetings, team PLC meeting, school site council meetings and PTA meetings.

VISION:
Curtner Elementary School creates a safe and positive environment for our students, staff and families. As learners and leaders, we have agency and resilience and celebrate the many cultures and perspectives of our community. We think critically, creatively, and cooperatively to make improvements and solve problems. By developing 21st Century skills, we have limitless opportunities to achieve success and positively contribute to our community and the world.

SPSA HIGHLIGHTS

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

Curtner provides students with tiered interventions based on the Response to Intervention and Instruction (RTI2) model. Teachers are provided support and training in high quality Tier 1 instruction and more intensive Tier 2 and Tier 3 supports. The Student Success Team provides support to students, families and teachers to provide intensive supports as a collaborative site-based team (SST Coordinator, instructional coach, principal, assistant principal, parents and classroom teachers). The team conducts cycles of inquiry to set goals and ensure planned interventions are effective, which include but are not limited to:

- In-class intervention
- Pull-out reading support
- Before and after-school small group and software based intervention
- Counseling services
- Behavioral support
- Instructional coaching
- Professional development

Teachers work in grade level teams as Professional Learning Communities (PLCs). PLC teams meet weekly and make data-driven decisions to set goals, set a strategy, assess effectiveness through continuous cycles of inquiry. K-3 classrooms will implement the

Sobrato Early Academic Language ([SEAL](#)) Model, which is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners.

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

Curtner Elementary (Milpitas, CA)

🔍 Return to Search
View the Dashboard Report ↗

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

View District Five-by-Five Placement
☰ View Detailed Data

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

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

ELA as measured by the 2016 CAASPP: Curtner's students are performing in the "very high" tier overall along with English Learner and Asian subgroups. Students who are socioeconomically disadvantaged, Filipino/a, and Hispanic/Latino/a perform in the "high" tier. All groups have shown increases in performance from the 2015 CAASPP. Curtner attributes the growth to a PLC (Professional Learning Communities) focus on writing and reading with specific attention to students in Tier 2 according to our RTI2 (Response to Intervention and Instruction) model after developing a strong Tier 1 ELA program. Curtner will continue to build its RTI2 program to strengthen instruction and intervention and Tier 1 and 2 and develop our Tier 3 program.

GREATEST NEEDS

Curtner Elementary (Milpitas, CA)

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

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

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

Math as measured by the 2016 CAASPP: While Curtner's students are performing in the "very high" or "high" tier overall along with English Learner and Asian, socioeconomically disadvantaged, and Filipino/a subgroups, Latino/a students are the one group* who performed in the medium tier. Curtner is diligently working to identify its Latino/a students to ensure needs are met through targeted instruction and intervention in math. Curtner's instructional focus has been in reading and writing during the 2015-16 and 2016-17 school years. In the 2017-18 school year, Curtner will continue to build its RTI2 program in ELA and bring closer attention to the math program with special focus on the needs of Latino/a students in areas of math.

*Significant subgroup identified as 50 or more students identifying with that subgroup

PERFORMANCE GAPS

Curtner Elementary (Milpitas, CA)

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

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

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

Performance among different groups show that while English Learners and Asian students are increasing their proficiency in math, students who are Filipino/a and SED show a slight decline in performance though still performing in the "high" tier. Performance of Latino/a students maintained their performance with either a decrease or increase from the previous year, but still below all other subgroups. Better identification and closer monitoring of Latino/a students in math will take place in 2017-18 to ensure closing of the gap.

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.

Year 2 SEAL (Sobrato Early Academic Language) model Implementation will provide students with an integrated and designated English Language Development in Grades 2 and 3. The SEAL model is currently implemented at K-1.

The assistant principal will monitor student attendance. Site administration will engage parents of truant students in dialogues and create action plans to support the families and ensure that students attend school.

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	$25,271
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the SPSA for SPSA Year	$130,171

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.

The general fund supports operating and event costs for the school including items for safety, office and classroom supplies, meeting materials, school activities and assemblies, parent involvement/community events, and school rewards and celebrations.

$182,078	Total Projected LCFF Revenues for SPSA Year

Stakeholder Engagement

SPSA Year | ☐ 2017–18   x 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?	**How?**	**When?**
● School Site Council Meeting	SSC Meeting	Monthly
● PTA	PTA Meeting	Monthly
● Instructional Leadership Team Meeting	ILT Meeting	Monthly
● Student Success Team	SST Meeting	Weekly
● PBIS Team	PBIS Team	Monthly

IMPACT ON SPSA AND ANNUAL UPDATE

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

Staff and parents evaluated the resources currently used to support SPSA goals. Priorities were made and new resources were identified. Goals were refined to monitor the plan with greater accuracy using more clearly defined measures in alignment with Curtner's RTI2 program.

Goals, Actions, & Services

☐ New	X Modified	☐ Unchanged

Goal 1	All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career. Curtner: The school and grade levels will increase proficiency rates in ELA and Math CCSS as measured by: ● iReady Reading and Math comparing D3 data from 2016-2017 to 2017-2018 to 2018-2019 ● CAASPP ELA and Math data comparing data from 2016 and 2017 and 2018 Additionally, 80% of K-3 Curtner students will meet the winter benchmark in 2017-18 and 2018-19

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 x 2 ☐ 3 x 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8   LOCAL ___Goal 1_____

Identified Need

Based on the 2016 CAASPP, Curtner students overall and all significant subgroups performed in the high or very high range in ELA. Performance in math is slightly below ELA performance.

EXPECTED	ACTUAL
Increase in CAASPP Reading from 2015 to 2017. Increase n CAASPP Math from 2015 to 2017.	**CAASPP ELA** Grade / 2015 / 2016 / 2017 3th / 63 / 78 / 78 4th / 65 / 81 / 73 5th / 72 / 82 / 80 6th / 73 / 85 / 81 Overall / 68 / 82 / 78 **CAASPP Math** Grade / 2015 / 2016 / 2017 3rd / 68 / 78 / 84 4th / 72 / 73 / 65 5th / 65 / 66 / 63 6th / 75 / 77 / 75 Overall / 70 / 74 / 72
Increase in iReady D3 Reading from 2016 to 2018. Increase in iReady D3 Math from 2016 to 2018.	**iReady Reading D3 (Feb)** Grade / 2016 / 2017 / 2018 K / 62 / 61 / 52 1st / 74 / 59 / 80 2nd / 70 / 73 / 63 3th / 75 / 60 / 71 4th / 63 / 47 / 47 5th / 50 / 43 / 53 6th / 65 / 61 / 63 Overall / 62 / 57 / 61 **iReady Math D3 (Feb)** Grade / 2016 / 2017 / 2018 K / 66 / 68 / 51 1st / 71 / 59 / 68 2nd / 70 / 69 / 62 3rd / 54 / 54 / 65 4th / 63 / 54 / 67 5th / 67 / 54 / 55 6th / 76 / 61 / 61 Overall / 66 / 59 / 61
80% of K-3 Curtner students will meet the winter benchmark in 2017-18	**DRA2 Winter (Jan-Feb)** Grade / 2018 K / 86.5% 1 / 89.4% 2 / 76.6% 3 / 78.9%

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (2016-17)	2017-18	2018-19	2019-20
CAASPP ELA (Goal: Increase proficiency rate at each grade level and overall each year)	Proficiency Rate 3rd-78% 4th-81% 5th-82% 6th-85% Overall-81.5%	Proficiency Rate 3rd-78% 4th-73% 5th-80% 6th-81% Overall-78%	Proficiency Rate 3rd >78% 4th >73% 5th >80% 6th >81% Overall >78%	
CAASPP Math	Proficiency Rate	Proficiency Rate	Proficiency Rate	

(Goal: Increase proficiency rate at each grade level and overall each year)	3rd-78% 4th-73% 5th-66% 6th-77% Overall-73.5%	3rd-84% 4th-65% 5th-63% 6th-75% Overall-72%	3rd >84% 4th >65% 5th >63% 6th >75% Overall >72%	
iReady ELA D3 (Goal: Increase proficiency rate at each grade level and overall each year using D3 end of year view)	K-61% 1st-59% 2nd-73% 3rd-60% 4th-47% 5th-43% 6th-61% Overall-57%	K-61% 1st-52% 2nd-80% 3rd-71% 4th-47% 5th-53% 6th-63% Overall-61%	K >61% 1st >52% 2nd >80% 3rd >71% 4th >47% 5th >53% 6th >63% Overall >61%	
iReady Math D3 (Goal: Increase proficiency rate at each grade level and overall each year using D3 end of year view)	K-68% 1st-59% 2nd-69% 3rd-54% 4th-54% 5th-54% 6th-61% Overall-59%	K-51% 1st-68% 2nd-62% 3rd-65% 4th-67% 5th-55% 6th-61% Overall-61%	K >51% 1st >68% 2nd >62% 3rd >65% 4th >67% 5th >55% 6th >61% Overall >61%	
DRA2 Winter (Goal: 80% of K-3 Curtner students will meet the winter benchmark annually)	Reported as of 4/19/17 K- 97% n=89 1st-81% n=77 2nd-98% n=37 3rd-71% n=100	Reported as of 4/10/18 K-86.5 % 1st-89.4% 2nd-76.6% 3rd-78.9%	K >86.5 % 1st >89.4% 2nd >76.6% 3rd >78.9%	

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: CCSS Aligned Curriculum – Ensure that all teaching and learning in each classroom, district-wide, is standards-based aligned (based on the CCSS & NGSS).		
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	Ongoing consistent collaboration via PLCs to identify priority standards and engage in cycles of inquiry	Ongoing consistent collaboration via PLCs to identify priority standards and engage in cycles of inquiry resulting in tiered support for students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$10,000 for training, release time, instructional and assessment materials	$10,000 for training, release time, instructional and assessment materials

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New x Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide training, release time, and materials for collaboration and curriculum that aligns curriculum to ELA and Math CCSS. -Instructional coach supports facilitation of PLCs -Release time for teachers to collaborate on a weekly basis -Purchases materials for common formative assessment -Purchase materials needed to execute strategies determined through cycles of inquiry	PLC's will continue and release time will occur in the form of STEAM enrichment using a different funding source.	

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	0	Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

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

Multi-Tiered System of Supports Description: Focus on Rigor and Relevance in the classroom. Ensure that each student has access to rigorous and relevant core ELA instruction in every classroom.	
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	Increased Emphasis on Critical Thinking Strategies, High Order Questioning, Project-Based Learning and Other Interactive Instructional Practices	Increased Emphasis on Critical Thinking Strategies, High Order Questioning, Project-Based Learning and Other Interactive Instructional Practices
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$10,000 for training and support on Thinking Maps Writing, Writer's and Reader's Workshop, and PBL.	$2,000 for training and support on Thinking Maps Writing, Writer's and Reader's Workshop, PBL, and Eureka Math.

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New x Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Continue training and support on Thinking Maps Writing, Writer's and Reader's Workshop, Project-Based Learning, writing across the curriculum and materials that support increased rigor in culturally relevant instruction.	Continue training and support on Eureka Math and Zearn Instructional Software.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$2000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

Goal 1   Action 3

Multi-Tiered System of Supports Description: Differentiated Instruction – Ensure that all teachers use a variety of instructional and assessment strategies, curriculum materials, heterogeneous groupings, and other scaffolding supports to allow all students access to the ELA CCSS and to demonstrate content mastery.	
Students to be Served	☐ All District X All School X Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
Actions/Services	Provide academic accommodations and modifications for students to access the core curriculum.	Provide academic accommodations and modifications for students to access the core curriculum.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$10,000 for assessments, technology, and materials that support differentiation in core curriculum.	$5,000 for assessments, technology, and materials that support differentiation in core curriculum.

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New x Modified Unchanged	☐ New ☐ Modified ☐ Unchanged
Purchase assessments, technology and materials that support differentiation in core curriculum.	District will incur the cost of iReady, Newsela Pro and Brain Pop.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20

Amount	$10,000	Amount	$0	Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

Goals, Actions, & Services

	□ New □ Modified X Unchanged
Goal 2	All MUSD students' are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment
	Curtner: Curtner will increase percentage of students in Tier 1 for behavior and decrease percentage of students in Tier 3 for behavior as measured by Curtner's Behavioral RTI Monitoring Tool.
	Common Core State Standards as measured by Tier 2 Supports Monitoring Tool-Spring to Spring CAASPP.

State and/or Local Priorities Addressed by this goal:

STATE □ 1 □ 2 x 3 □ 4 x 5 x 6 □ 7 □ 8

LOCAL _____

Identified Need

Through PBIS and Curtner's Behavioral RTI model, the Tier 1 program should address the needs of at least 80% of students.

Curtner needs to create a reliable system for monitoring the progress of behavior of students in Tier 2 and 3 and provide supports based on systematic interventions developed in collaboration with parents.

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

EXPECTED	ACTUAL
Curtner students will perform in behavioral RTI model as follows: Tier 1: 96% Tier 2: 3% Tier 3: 1% as measured by Curtner's Behavioral RTI Monitoring Tool.	Curtner students will perform in behavioral RTI model as follows: Tier 1: 94% Tier 2: 5% Tier 3: 1% as measured by Curtner's Behavioral RTI Monitoring Tool.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Behavioral RTI Monitoring Tool	Tier 1: 94% Tier 2: 5% Tier 3: 1%	Tier 1: 94% Tier 2: 5% Tier 3: 1%	Curtner will maintain or improve performance in Tier 1.	

Goal 2   Action 1

Multi-Tiered System of Supports Description:	School Culture - Ensure a safe and secure school campus for all students
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	Establish, communicate and maintain a behavior expectation system for Curtner using PBIS model.	Established, communicated and maintained a behavior expectation system for Curtner using PBIS model and refined Tier 2 and 3 practices.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5000 for positive rewards system and weekly community assemblies.	$1000 for materials and prizes for positive rewards system and weekly community assemblies including equipment replacement for assemblies.

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New x Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide Tier 3 PBIS Training to PBIS team and staff. Provide release time to establish parameters for PBIS and purchase materials that support a secure campus climate.	Provide Refined Tier 3 PBIS Training to PBIS team and staff. Provide release time to establish parameters for PBIS and purchase materials that support a secure campus climate. Provide staffing through a .2 FTE Assistant Principal to support Parent Engagement in PBIS and other positive climate and student support efforts.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$5000	Amount	$32,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

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

Multi-Tiered System of Supports Description: School Culture - Ensure a safe and secure school campus for all students		
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	Identify students and provide support using systems according to established PBIS system.	Identified students and provide support using systems according to established PBIS system.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$15,000 for assemblies and materials for Soul Shoppe and Peacemakers, counseling, and attendance monitoring	$12,000 for assemblies and materials for Soul Shoppe and Peacemakers, Rec Leaders, counseling, and attendance monitoring

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide assemblies, follow up materials and services for students such as Soul Shoppe, Peacemakers, counseling support, Student Success Team support, HUG, Virtues Project and attendance monitoring.	Provide assemblies, follow up materials and services for students such as Soul Shoppe, Peacemakers, counseling support, Student Success Team support, HUG, Virtues Project and attendance monitoring.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	7090100	Budget Reference	

Goals, Actions, & Services

☐ New	☐ Modified	x Unchanged

Goal 3	All MUSD unduplicated - Low Income, English Learners, and Students with Disabilities will make accelerated growth to close the achievement gap. Curtner: Historically underserved students and identified subgroups will demonstrate improvement toward meeting or exceeding grade level Common Core State Standards as measured by CAASPP

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Performance among different groups show that while English Learners and Asian students are increasing their proficiency in math, students who are Filipino/a and SED show a slight decline in performance though still performing in the "high" tier. Performance of Latino/a students maintained their performance with either a decrease or increase from the previous year, but still below all other subgroups. Better identification and closer monitoring of Latino/a students along with students who are SED,EL, and SpEd will take place in 2017-18 to ensure closing of the gap.

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

EXPECTED	ACTUAL
Gaps in performance among each subgroup and all students will decrease as measured by CAASPP Math and ELA.	Change in Gap from 2016-2017 in Math as measured by CAASPP 2016-17 ELs: +1.7 SED: Filipino/a: +0.8 Latino/a: -5.4 SPED: -67.8

	Change in Gap from 2016-2017 in Reading as measured by CAASPP 2016-17 ELs: -7.3 SED: -1.5 Filipino/a: +18.2 Latino/a: -29 SPED: -52.6

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (2016-17)	2017-18	2018-19	2019-20
CAASPP Math	All: Very High (51.1 pt above L3) ELs: Very High (51.8 pt above L3) SED: Filipino/a: High (14.2 pt above L3) Latino/a: Medium (15.2 pt below L3) SPED: Medium (20.9 pt below L3)	All: Very High (46.4 pt above L3) ELs: Very High (48.8 pt above L3) SED: Medium (5.9 pt below L3) Filipino/a: High (10.3 pt above L3) Latino/a: Low (26 pt below L3) SPED: Low (93.4 pt below L3)	All: Very High ELs: Very High SED: High Filipino/a: High Latino/a: High SPED: High	
CAASPP Reading	All: Very High (66 pt above L3) ELs: Very High (69.1 pts above L3) SED: High (21.3 pt above L3) Filipino/a: High (34.1 pt above L3) Latino/a: Medium (17.3 pt above L3) SPED: Low (17.3 pt below L3)	All: Very High (60.3 pt above L3) ELs: Very High (55.8 pts above L3) SED: High (14.1 pt above L3) Filipino/a: Very High (46.6 pt above L3) Latino/a: Medium (17.4 pt below L3) SPED: Very Low (75.6 pt below L3)	All: Very High ELs: Very High SED: High Filipino/a: Very High Latino/a: High SPED: High	

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: ELD Standards Implementation - The new ELD standards, in alignment with CCSS ELA standards, will be implemented and used to accelerate the progress of ELs as they learn English.

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

	PLANNED	ACTUAL
Actions/Services	Provide training, release time and materials for teachers to implement ELD aligned instruction with CCSS ELA such Thinking Maps Paths to Proficiency and SEAL.	Provided SEAL training, release time and materials for teachers to implement ELD aligned instruction with CCSS EL.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$10,000 training, release time and materials	$76,000 in substitute costs to release teachers for SEAL training

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New x Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide training, release time and materials for teachers to implement ELD aligned instruction with CCSS ELA such Thinking Maps Paths to Proficiency and SEAL.	Provide SEAL training, release time and materials for teachers to implement ELD aligned instruction with CCSS ELA.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$35,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

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

Multi-Tiered System of Supports Description: Targeted Reading and Writing Instruction – Targeted reading and writing instruction will be used to ensure the acceleration of language acquisition for ELs.	
Students to be Served	☐ All District ☐ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	X English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

Expenditures	PLANNED Use of EL Aligned Academic Reading and Writing Activities in the Classroom. Purchase materials and provide training for targeting reading and writing instruction for ELs.	ACTUAL Use of EL Aligned Academic Reading and Writing Activities in the Classroom. Purchase materials and provide training for targeting reading and writing instruction for ELs.

	BUDGETED
	  $10,000 for materials to support balanced literacy program.
		ESTIMATED ACTUAL
		  $1000 for materials to support balanced literacy program.

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
x New ☐ Modified ☐ Unchanged	☐ New x Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Use of EL Aligned Academic Reading and Writing Activities in the Classroom. Purchase materials and provide training for targeting reading and writing instruction for ELs	We will be in Year 1 of full implementation of district adopted Benchmark Advance curriculum. Materials to support implementation include classroom supplies.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$1,000	Amount	
Source	Supplemental	Source	Supplemental	Source	

Budget Reference	709100	Budget Reference	709100	Budget Reference	

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

Multi-Tiered System of Supports Description: Extended Learning Time - Implement a supplemental ELA/Mathematics intervention system for historically underserved students that provides extended learning time before school and after school.

Students to be Served	☐ All District ☐ All School X Students with Disabilities X Latino/a, Filipino/a subgroups
	X English Learners X Foster Youth X Low Income ☐ Specific Grade spans:_____

	PLANNED	ACTUAL
	Secure staff and purchase materials and technology to provide extended learning time to historically underserved students.	Secured staff to provide extended learning time to historically underserved students.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	$40,000 to staff before and after school intervention in media center and Guided Reading intervention.	$45,000 to staff before and after school intervention in media center and Guided Reading intervention including a .375 FTE para and .6875 FTE para.

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
x New ☐ Modified ☐ Unchanged	☐ New ☐ Modified x Unchanged	☐ New ☐ Modified ☐ Unchanged
Secure staff and purchase materials and technology to provide extended learning time to historically underserved students.	Secure staff and purchase materials and technology to provide extended learning time to historically underserved students.	

BUDGETED EXPENDITURES:

	2017-18		2018-19		2019-20
Amount	$40,000	Amount	$45,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

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

Multi-Tiered System of Supports Description:	Develop Student Responsibility for Learning - Design student learning experiences to allow students to understand lesson objectives, self assess mastery and be provided feedback that will allow them to identify next steps to close the learning gap.

Students to be Served	☐ All District ☐ All School X Students with Disabilities X Latino/a, Filipino/a subgroups
	X English Learners X Foster Youth X Low Income ☐ Specific Grade spans:_____

Expenditures	PLANNED Develop and support personalization. Instructional Coach will work with teachers and administrators to develop personalization and support such design.	ACTUAL Instructional Coach was not hired in the 2017-18 school year due to changes in personnel.
	BUDGETED $9022 to staff a coach	ESTIMATED ACTUAL $0

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☐ Unchanged	☐ New x Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Develop and support personalization. Instructional Coach will work with teachers and administrators to develop personalization and support such design	Instructional Coach will not be hired due to shift in personal and updates in identified needs.	

BUDGETED EXPENDITURES:

2017-18		**2018-19**		**2019-20**	
Amount	$9022	Amount	$0	Amount	
Source	Supplemental	Source		Source	

Budget Reference	709100	Budget Reference		Budget Reference	

Goal 3   Action 5

Multi-Tiered System of Supports Description: Professional Learning & Support for Staff - Staff will participate in professional learning to deepen understanding and use of school and grade level professional learning communities.

Students to be Served	☐ All District ☐ All School X Students with Disabilities X Latino/a, Filipino/a subgroups
	X English Learners X Foster Youth X Low Income ☐ Specific Grade spans:_____

Expenditures	PLANNED Provide PD for Administration, Teachers and Staff in the PLC Process to facilitate the use of data to drive instruction. Provide PD by in-house staff or contract provider that supports PLC implementation and provide release time and materials as needed for PD or to conduct assessments and observations.	ACTUAL Provided PD for Administration, Teachers and Staff in the PLC Process to facilitate the use of data to drive instruction. Provide PD by in-house staff or contract provider that supports PLC implementation and provide release time and materials as needed for PD or to conduct assessments and observations.
	BUDGETED $5,000 to provide PD	ESTIMATED ACTUAL $2000 for PD with Partners in School Innovation

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18	2018-19	2019-20
x New ☐ Modified ☐ Unchanged	☐ New ☐ Modified x Unchanged	☐ New ☐ Modified ☐ Unchanged
Provide PD for Administration, Teachers and Staff in the PLC Process to facilitate the use of data to drive instruction. Provide PD by in-house staff or contract provider that supports PLC implementation and provide release time and materials as needed for PD or to conduct assessments and observations.	Provide PD for Administration, Teachers and Staff in the PLC Process to facilitate the use of data to drive instruction. Provide PD by in-house staff or contract provider that supports PLC implementation and provide release time and materials as needed for PD or to conduct assessments and observations.	

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,171	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	$ $130,171	Percentage to Increase or Improve Services:	62 %

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

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

Funding is used to provide before and after school programs in our Learning Center using software like Imagine Learning which is targeted for English Learners. Licences are purchased according to number of students who would benefit from Imagine Learning. The lab is also made available to identified students who need access to technology outside of the regular school day to complete online homework. Guided Reading is provided to students by a trained paraprofessional on a targeted basis. Students are monitored and exit when goals are met. SEAL training for K-3 teachers provides professional development on providing intensive, enriched language and literacy education designed for English language learners.

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. Jackie Vo Felbinger	School Principal	jvo@musd.org	
2. Devi Sreepada	PTA/Parent	devisreepada@yahoo.com	
3. Wing King Tam	Curtner Teacher	wtam@musd.org	
4. Maria Hartman-Hernandez	Curtner AP	mhartman@musd.org	
5. Mauricio Gavidia	CBAC/Parent/PTA	mauricio_gavidia@hotmail.com	
6. Srini Krishnamoorthy	DELAC/ELAC/Parent	kannan11k@yahoo.com	
7. Teresa Lim	Community Member/Parent	tylim@cisco.com	
8. Malini Ramakrishnan	PTA/Parent	rmalini22002@yahoo.com	
9. Chi Nguyen	Curtner Teacher	cnguyen@yahoo.com	
10. Stephanie Tran	Curtner Teacher	stran@musd.org	
11. Chau Pham	Curtner Classified Staff	cpham@musd.org	

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	3	2	5	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:
    > Staff
    > ILT
    > ELAC
    > PBIS
    > PTA

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: May 9, 2018

Attested:

Dr. Jackie Vo Felbinger   _____

Typed name of School Principal   Signature of School Principal   Date

Mauricio Gavidia_____   _____

Typed name of SSC Official   Signature of SSC Official   Date

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

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

Addendum

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

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

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

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

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

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

Instructions:

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the SPSA and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the SPSA. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the SPSA. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-L 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

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

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

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

New, Modified, Unchanged

As part of the SPSA development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current SPSA year or future SPSA years are modified or unchanged from the previous year's SPSA; or, specify if the goal is new.

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a checkmark 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.

- If a planned action/service is anticipated to remain unchanged for the duration of the plan, an School may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the School are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.
Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      i.   English Language Arts – Common Core State Standards for English Language Arts
      ii. Mathematics – Common Core State Standards for Mathematics
      iii. English Language Development

    iv.   Career Technical Education
    v.   Health Education Content Standards
    vi.   History-Social Science
    vii.   Model School Library Standards
    viii.   Physical Education Model Content Standards
    ix.   Next Generation Science Standards
    x.   Visual and Performing Arts
    xi.   World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; School personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the School to inform the SPSA goal setting process? How was the information made available?
4) What changes, if any, were made in the SPSA prior to adoption as a result of written comments or other feedback received by the School through any of the school's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

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

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

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

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and subgroups as defined in section 52052 that are different from the school's goals for all pupils?

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

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

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

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

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

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

School Site Council 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. (Check all that apply):

[X] English Learner Advisory Committee signature: _Mauricio Gavidia_

[ ] If applicable, Local Control Funding Formula Stakeholders Advisory Committee (D-LCAP or CBAC signature: _____

[ ] Special Education Advisory Committee signature: _____

[ ] Departmental Advisory Committee (secondary) signature: _____

[X] District/School Liaison Team for schools in comprehensive support and improvement signature: _Julia Ode_
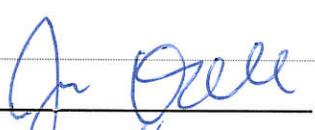
[X] Other committees established by the school or district (specify) signature: _PBIS/BEST Kathryn Hutchinson_

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 LCAP .

5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.

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

7. This SPSA was approved by the SSC at a public meeting on: ____5/9/18_____

___Jackie Vo-Felbinger_____
Typed name of School Principal
Signature of School Principal
Date: 5/9/18

___Mauricio Gavidia_____
Typed name of SSC Chairperson
Signature of SSC Chairperson
Date: 5/9/18

California Department of Education December 2017