



Single Plan for Student Achievement (SPSA) 2018-2019



School name: Lewis H. Britton Middle School		Morgan Hill Unified School District
Principal name: Chris Moore		Steve Betando, Superintendent
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Link to District LCAP	Link to SARC	Link to Safety Plan under construction
Link to State Dashboard	Link to School Website	Link To WASC resource appendix

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Vision/Mission

Britton Middle School will engage, empower, and inspire all students. Bobcats will apply the knowledge, skills, and attitudes necessary to become creative and resilient problems solvers, to achieve personal success and contribute responsibly to our community.

Overview

Lewis H. Britton Middle School is a public middle school in Morgan Hill, CA and part of the Morgan Hill Unified School District. Currently, we have approximately 900 students in grades 6th through 8th. Chris Moore is in his third year as principal of Britton. Mr. Moore has three years of experience as a principal, four years as an assistant principal/dean, and 15 years as a Special Education teacher. Additionally, he is a parent to two MHUSD students.

Subgroup	Enrollment
English Learners	14.0%
Foster Youth	0.1%
Homeless Youth	6.1%
Migrant Education	4.9%
Students with Disabilities	12.7%
Socioeconomically Disadvantaged	51.2%
All Students	842



After much planning and anticipation, Britton was happy to welcome approximately 300 6th graders onto campus last year. Sixth grade students continue to have two teachers between four core subjects (English/History and Math/Science). Like their 7th and 8th grade peers, 6th graders have Physical Education and an elective (Elective Wheel or Cadet Band) to complete their schedule. Additionally, sixth graders have full access to a wide range of activities, ranging from athletics to clubs.

Britton continues to undergo a renaissance in learning. In 2015, we were happy to announce our designation as a California State Gold Ribbon Distinguished School and a Golden Bell Award. Last year, Britton was proud to announce that we were selected for the 2016-2019 Tech Academies of Innovation partnership to develop model engineering programs. The Tech Academies of Innovation is an arm of the Tech Museum of Innovation and is a partnership with schools in underserved communities to build model programs for teaching STEM (science, technology, engineering, and math). We went through a competitive and in-depth application and selection process spanning 6 months that included: an information session with the Tech, team formation, completing a customized application, reviewed/scored by the review committee, site visit, and final deliberation/selection. Britton is currently in Year Two of the program.

Each of our classrooms are equipped with interactive whiteboards and Chromebooks that help increase student engagement, academic rigor, content mastery and 21st Century skills. All 7th and 8th grade students are assigned a Chromebook for their use as a student of Britton. In addition, every 6th grade classroom contains a fully stocked Chromebook cart.

In addition to supplying Chromebooks to every student on campus, the PE department recently partnered with Specialized Bicycles to provide a unique learning experience for our students. Using Polar Heart Rate Monitors, students track their heart rates while riding one of Britton's brand new Specialized mountain bikes.

In order to provide a smaller school feel, Britton implemented academic teams (or "Prides") on campus. Each grade level of students were randomly split in half and assigned to a group of core (English/Math/History/Science) teachers. Rounding out the academic Prides are Elective, PE, ELD, and Special Education teachers. Prides meet once a month to interpret student data, meet with students/families, and provide direct support.

Professional Development

Britton collaborates every Wednesday morning at 7:30 am. During this time, staff members work together to address campus-wide initiatives, work together in departments to ensure alignment across the three grade levels, receive professional development, and identify/support struggling students. This year, Britton is focusing on PBIS, STEM, and AVID.

Programs

Activities- Britton continues to offer a variety co-curricular activities on campus daily. Clubs include: drama, MENCHU, needleworking, Gay-Straight Alliance (GSA), etc., Additionally, Associated Student Body (ASB) hosts four dances a year and a variety of spirit weeks throughout the school year.

Advancement Via Individual Determination (AVID)- AVID is an organization/program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Britton is excited to offer two sections of AVID to support our 7th and 8th graders for the 2017/18 school year. Additionally, AVID is offered to 6th graders during the Elective Wheel. In addition to ongoing professional development, AVID teachers attended the AVID Summer Institute in July. Our AVID team includes: Meredith Watts (8th Grade), Tammy Miller (7th Grade), Melissa Moralez (6th Grade), and Francisco Gil (Guidance Counselor).

Athletics- Britton competes as a member of the East Side Athletic League and offers the following sports/teams: Cross Country (Coed), Girls Softball, Wrestling (Coed), Girls Basketball, Boys Basketball, Girls Soccer, Boys Soccer, Girls Volleyball, Boys Volleyball, and Track and Field (Coed).

Bobcat Den- Our after school homework center is available for all students and is open Monday - Thursday (3:00 pm to 3:45 pm). During that time, students can get help on their homework, study for an upcoming test, or receive additional academic support. The Bobcat Den is staffed with two teachers, a Cal-SOAP tutor, and our librarian.

Britton TV- BTV is Britton's Broadcast Journalism program. In its 5th season on the air, BTV students produce a daily broadcast that features school and community news.

Cal-SOAP/Discovery Counseling- For the third straight year, Britton is happy to partner with Cal-SOAP and Discovery Counseling, In addition to individual/group counseling, Discovery works with our Physical Education staff to provide a Life Skills curriculum in all of our 6th grade PE classes.

English Language Development (ELD)- In addition to the two-period ELD block (for students identified as CELDT Levels 1-3) and two-period General Education English/Literacy Support classes (for students identified as CELDT Level 4-5), Britton offers a morning academy based on the nationally recognized AVID Excel program. Four days a week, EL students receive support in the following areas: Study Skills, Math, and College Readiness/Awareness.

Music- In addition to our academic renaissance, Britton has seen a resurgence in our music department. Led by our new music teacher, Mr. Shawn McGinn, Britton currently offers five sections of music (Advanced Band, Beginning Band, and Cadet Band). Along with our increased sections in band, we offer a morning jazz program and a comprehensive after school winter drumline. Also, Britton's Color Guard program was tremendously successful last year, placing second place at the Santa Clara County Color Guard competition.

Naviance- Starting this year, all Britton students and parents will access to the district's Naviance program. Students and parents can start with interest surveys, college/career exploration, and post-secondary planning.

One Yard/Intramurals- Britton recently partnered with One Yard to provide structured, play opportunities for Bobcats before school and at lunch three days a week (M-W-F). In addition, PE teacher Tony Goble offers the same opportunities for Britton students on Tuesdays and Thursdays. Starting last spring, One Yard began offering additional sports opportunities for Britton students after school twice a week. Sports include: street hockey, flag football, soccer, and basketball.

Read 180/Math 180- Britton continues to use Read 180 in our general/special education classes. Read 180 is an online reading intervention program that was developed by Scholastic to provide reading comprehension strategies, tools, and assessments. It facilitates instruction with close-reading strategies, academic vocabulary exercises, practice writing, and engaging discussions with the entire class. In addition to Read 180, Britton offers Math 180 in our general/special education classes. Math 180 is a math intervention program that utilizes technology/data and rebuilds the key progressions that struggling students need for success with algebra and higher-level math as defined by the Common Core Standards.

Scholastic Achievement- Britton offers two academic clubs that foster high standards of scholarship, service and citizenship. The California Junior Scholastic Federation (CJSF) and National History Club emphasize service to the school and the community while fostering pride in scholastic achievement.

Science, Technology, Engineering, and Mathematics (STEM)- The cornerstone of our academic renaissance has been our implementation of STEM on campus. Along with our partnership with the Tech Museum, Britton offers a number of STEM-related clubs/programs: MESA (Mathematics, Engineering, Science Achievement), Robotics, Math Counts, and Coding.

Special Education- Britton offers two comprehensive programs: a Resource Specialist Program (RSP) and Special Day Class (SDC). Four teachers and seven Paraeducators work with our special education students daily. A speech therapist and psychologist visit our school two days a week. Students receiving RSP services typically stay in the general education classrooms for the majority of their school day and receive support in the area of English, Math, and/or Study Skills (1-3 periods/day). Students receiving SDC services are enrolled in four periods of small group/differentiated instruction in the areas of English, Math, History, and Science. Students receiving SDC services are mainstreamed for their elective and Physical Education.



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

The SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's **mission and vision**. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority areas**. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students.

Along with the district, the current three year SPSA continues to be organized under three goal areas:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Britton will...

1. Expand our consistent classroom policies focusing on student organization, study skills, and college/career readiness
2. Continue to enrich/enhance our expanded learning opportunities for all students
3. Host various parent orientation/education opportunities, maintain good parent attendance at advisory council meetings, and continue to work with Home and School Club on increasing ASB fundraisers and the amount of parent volunteers at school events.
4. Use professional development to develop systematic, high quality instruction in every classroom on campus
5. Continue to adapt and implement systematic interventions to ensure that all Bobcats are successful
6. Create clear and concise behavioral expectations



Review of Performance:

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

Data According to the California School Dashboard Equity Report	
Dashboard metrics in Green or Blue	Status Green or Blue
English Learner Progress	English Learners
English Language Arts	Asian and White Students
Mathematics	Asian and White Students

Local Benchmark Assessments using NWEA Map assessment shows that Grade 6 and Grade 8 mathematics is outpacing national growth norms, as is grade 7 reading.

GREATEST NEEDS: Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school staff or stakeholders have 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?

Data According to the California School Dashboard Equity Report	
Dashboard Metric	Student Groups in Red or Orange
Suspension	All student groups are red or orange
English Language Arts	All Student, English Learners, Students with Disabilities
Mathematics	All Student, English Learners, Low SES, Students with Disabilities, Hispanic

Suspension issues being addressed with PBIS and Restorative Justice. Academic performance is being addressed with Tiered academic supports as part of a comprehensive implementation of a Multi Tiered System of Support.

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

There are no performance gaps indicated on the California public school dashboard.

INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED STUDENTS: Identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

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Study Island- Teachers are using it in the classrooms to provide individual support and extension opportunities. Additionally, teachers are using it in our after school intervention programs.

SPSA Monitoring, Revision, and Stakeholder Engagement:

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

The primary creation of the SPSA was accomplished via consultation with and approval by the School Site Council (SSC) at the monthly meetings which consisted of: parents, ELAC officers, teacher leaders, office personnel, and students, This occurred over several meetings.

BRITTON MIDDLE SCHOOL SPSA Stakeholder Meetings 2017-18 and Timeline

Date/Time	Stakeholder Group	Activity/Task
August 24	Home and School Club	
September 21	School Site Council Meeting	
September 21	Home and School Club	
September 21	Back to School Night	
September 27	ELAC	
October 25	ELAC	
October 26	School Site Council	
October 26	Home and School Club	
November 29	ELAC	
November 30	School Site Council	
November 30	Home and School Club	
January 18	School Site Council	
January 18	Home and School Club	
January 24	ELAC	
February 15	School Site Council	
February 15	Home and School Club	
February 28	ELAC	
March 22	School Site Council	

March 22	Home and School Club	
March 28	ELAC	
April 19	Spring Open House	
April 25	ELAC	
April 26	School Site Council	
April 26	Home and School Club	
May 23	ELAC	
May 24	School Site Council	
May 24	Home and School Club	

REVISIONS TO SPSA: How did these consultations impact the SPSA for the upcoming year? (Include a brief list of revisions to the SPSA being made this year)

Recommendations from ELAC and SSC were solicited, discussed, and included in the SPSA.

ELAC is recommending to continue our partnership with Cal-SOAP in all of the ELD classes. Additionally, they recommend continuing to offer ELD “zero” period.



Budget Overview: (Budget summary is [bookmarked here](#))

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

Total school site budget:	\$174,980.15
Total allocations for planned actions in the SPSA:	\$174,980.15
Percentage of school site budget allocated in the SPSA:	100%
<i>Briefly describe any differences between budgeted and expended resources:</i>	
Total LCFF supplemental funds in the SPSA	\$58,784.15
Total Federal funds in the SPSA	\$58,784.15
Percent unduplicated student count	100%
<i>Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students:</i>	
Total carryover funds to your site budget at the Fall first interim.	\$TBD
<i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i>	

Goals, Actions, & Services: (including annual report on outcomes and actuals)

Goal 1 Statement of Goal	College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students
Priorities Addressed by this goal:	STATE 1 2 4 5 7 8 LOCAL PRIORITIES:
Identified Need	Britton Middle School will focus on improving English/Language Arts scores for the following groups: All Students, English Learners, and Students with Disabilities. Additionally, Britton will focus on improving Math scores for the following groups: All Students, English Learners, Low SES, Students with Disabilities, and Hispanic.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ 6-8 schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
CAASPP Test ELA Meets or Exceeds Standards: --All student Grade 6 - Grade 7 - Grade 8 --Low SES Grade 6 Grade 7 Grade 8 --SWD Grade 6 Grade 7 Grade 8 --EL Grade 6 Grade 7	CAASPP: Status and Change ELA status/change --All student Meets or Exceeds Standards: Grade 6 - 45.8% (N/A) Grade 7 - 43.46% (+.5%) Grade 8 - 48.16% (+4.2%) --Low SES Grade 6 - 33.07% (N/A) Grade 7 - 28.74% (+2.75%) Grade 8 - 34.76 (+8.4%) --SWD Grade 6 - 24.14% (N/A) Grade 7 - 16.22% (-7.76%) Grade 8 - 35.89% (+18.9%) --EL Grade 6 - 8.7% (N/A) Grade 7 - 16.13% (-4.8%)	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

<p>Grade 8 Math status/change --All student Grade 6 Grade 7 Grade 8 --Low SES Grade 6 Grade 7 Grade 8 --SWD Grade 6 Grade 7 Grade 8 --EL Grade 6 Grade 7 Grade 8 Science status/change --All student Grade 8 --Low SES Grade 8 --SWD Grade 8 --EL Grade 8</p>	<p>Grade 8 - 11.11% (+2.1%) Math status/change --All student Grade 6 - 45.8% - (N/A) Grade 7 - 43.46% (+7%) Grade 8 - 49.16% (+8%) --Low SES Grade 6 - 23.02% Grade 7 - 21.69% (+2%) Grade 8 - 21.83% (+7%) --SWD Grade 6 - 10.35% (NA) Grade 7 - 2.7% (+4%) Grade 8 - 4.12% (no change) --EL Grade 6 - 4.35% (N/A) Grade 7 - 0% (no change) Grade 8 - 0% (no change) Science status/change --All student Grade 8 no scores --Low SES pilot year Grade 8 --SWD Grade 8 --EL Grade 8</p>			
<p>Dashboard Academic Indicator Groups in Red/Orange:</p>	<p>ELA: All Student, English Learners, Students with Disabilities Math: All Student, English Learners, Low SES, Students with Disabilities, Hispanic</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below all</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below all</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below all student group.</p>

<p>NWEA MAP Growth Fall to Winter Assessment:</p> <p>ELA --Grade 6 --Grade 7 --Grade 8</p> <p>Math --Grade 6 --Grade 7 --Grade 8</p> <p>Science--optional --Grade 6 --Grade 7 --Grade 8</p>	<p>NWEA MAP Growth Fall to Winter Assessment:</p> <p style="text-align: center;">School Nation</p> <p>ELA --Grade 6 - +1.9/3.2 --Grade 7 - +2.7/2.5 --Grade 8 - +1.8/1.9</p> <p>Math --Grade 6 - +5.7/4.4 --Grade 7 - +1.7/3.5 --Grade 8 - +2.9/2.9</p> <p>Science --Grade 6 no scores --Grade 7 --Grade 8</p>	<p>Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.</p>	<p>Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.</p>	<p>Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.</p>
<p>PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks</p>	<p>PSAT Exam --Participation - 287 (93%) --Met ERW benchmark 33% --Met Math benchmark 33% --Met both benchmarks 22%</p>	<p>Increase CCR (meeting both benchmarks) score 3 % ERW = Evidence based reading and writing.</p>	<p>Increase CCR score 3 %</p>	<p>Increase CCR score 3 %</p>
<p>Biliteracy --EL Progress --EL status & change --EL Reclass Rate</p>	<p>Biliteracy --EL Progress High/Green --EL status & change: 84.1,+2.3 --EL Reclass Rate: 38.4%</p>	<p>Maintain positive growth in all categories</p>	<p>Maintain positive growth in all categories</p>	<p>Maintain positive growth in all categories</p>
<p>Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MTSS Soc. Emot: --PLC's</p>	<p>Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 4.28 --ELA/ELD: 3.21 --History: 1.81 --Science 2.14 --MTSS Academic: 3.27 --MTSS Soc. Emot: 3.29 --PLC's: 3.28</p>	<p>Grow from previous year rubric scores in all core area implementations on Staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on Staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on Staff survey</p>
<p>Usage Monitoring --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: 54 --Read 180: 34* --System 44: 25* --Lexia: 129 Blue Ribbons --Study Island: 7,369 logins as of 4/24/17 *15 in R180 class, others in RS English Class</p>	<p>Increase usage, document closing gap between usage and need of 1/3 during each year of 3 year plan.</p>	<p>Increase usage, document closing gap between usage and need of 1/3 during each year of 3 year plan</p>	<p>Increase usage, document closing gap between usage and need of 1/3 during each year of 3 year plan</p>

<p>Core Area Grades (Average GPA, % F's)</p> <p>--English --Math --Science --History</p>	<p>Core Area Grades Avg GPA % F's</p> <p>--English 6th: 3.03 5.9% 7th: 2.96 6.3% 8th: 2.37 17.4%</p> <p>--Math 6th: 2.46 10.5% 7th: 2.42 15.3% 8th: 2.27 18.9%</p> <p>--Science 6th: 2.65 10.9% 7th: 2.41 11.4% 8th: 2.27 22.5%</p> <p>--History 6th: 2.87 7.4% 7th: 3.82 1.1% 8th: 2.71 11.1%</p>	<p>Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.</p>	<p>Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.</p>	<p>Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.</p>
<p>Special Education</p> <p>--Number SWD: --New Referrals --Qualifications:: --Exits:</p>	<p>Special Education Non SLP</p> <p>--# SWD: 95 --Referrals: 6 --Qualifications:: 2/2, 4 pending --Exits:</p>			
<p>Other Site Specific metrics:</p> <p>Honor roll, science fair, history day etc.</p>	<p>Honor Roll: Science Fair:</p>			

GOAL 1 ACTION 1: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Staff

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Staff: Recruit, hire and retain a diverse group of certificated and classified staff to support high quality tier 1 instruction including teachers, administrators, and support staff. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Average class sizes of 24:1 in grade TK-3 and 29:1 in grades 4-12
2. Appropriate teacher support for new, intern, or veteran teachers such as New Teacher Project, Intern support and Teacher Support Network.
3. Customer service oriented site and central office administrators and administrative support staff
4. Customer service oriented classified central services employees, including maintenance
5. Academic counselors and or social emotional counseling
6. Implementation teachers on special assignment or implementation leads to support high fidelity implementation of new adoptions.

Additional Tier 1 staffing as part of the Single Plan for Student Achievement (SPSA)

1. Support two additional curriculum associates (6th Grade English/History Lead and 6th Grade Math/Science Lead)
2. Technology coordinator stipend
3. Naviance Site Coordinator

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. Identified and placed two additional 6 grade leads
2. Extra duty contract for Tech coordinator (x2)
3. stipend

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year
- 3.

Allocation(s)	<ol style="list-style-type: none"> 1. \$5,000 for two dept chair stipend 2. \$3840 for tech stipend 3. \$1920 for stipend
Source(s)	<ol style="list-style-type: none"> 1. \$3000 Unrestricted lottery, \$2000 LCFF supplemental 2. \$3840 unrestricted 3. \$1920 unrestricted
Budget code(s)	<ol style="list-style-type: none"> 1. 1000>3000 certificated salary and benefits 2. 1000>3000 certificated salary and benefits 3. 1000>3000 certificated salary and benefits
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Anticipate ongoing 2. Anticipate ongoing 3. Anticipate ongoing

GOAL 1 ACTION 2: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Staffing

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and 3 Staff: Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English Language Learners, socioeconomically disadvantaged, and homeless/foster students. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Care Staff to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling
2. Teachers on Special Assignment to provide implementation support of tiered academic supports in the areas of Assessment, ELD services, ELA/ELD and Math, NGSS, Instructional Technology, and Migrant Services.
3. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Secondary Equity staffing)
4. Intervention specialists to support early literacy deployed and funded through the elementary school plans.
5. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff
6. Positive Behavior Intervention and Support implementation coach
7. School Resource Officer
8. School Linked Services coordinator
9. Migrant Program Community Liaison and clerical support

Additional Tier 2-3 staffing as part of the Single Plan for Student Achievement (SPSA)

1. Utilize Cal-SOAL tutors in the after school homework center
2. Extra duty contract for ELD facilitator
3. AVID section (0.2)

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. 2 tutors four days/week
2. stipend
3. Meredith Watts

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year
3. no revisions this year

Allocation(s)	<ol style="list-style-type: none"> 1. \$2346 2. \$1920 3. \$15,473
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Source(s)	<ol style="list-style-type: none"> 1. Extended Day
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	<ol style="list-style-type: none"> 2. LCFF 3. LCFF
Budget code(s)	<ol style="list-style-type: none"> 1. 5800-301010 2. 1111-301010 3. 1000-301010
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Anticipate ongoing 2. Anticipate ongoing 3. Anticipate ongoing

GOAL 1 ACTION 3: Aligned to [District LCAP](#)

MTSS Description: Tier 1-3 Prof. Development

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Professional Development to support high fidelity Tier 1, 2 & 3 instruction and program implementations from intensive intervention to enrichment:

Actions as planned for the 2017-18 school year through the district LCAP:

Tier 1

1. Supervise a support network to provide assistance for veteran and intern teachers
2. Provided professional development opportunities for administrators.
3. Provide professional development opportunities for classified employees.
4. Supervise an induction program for new teachers
5. Provide PD to support implementation of core instructional programs (Math, ELA/ELD, Social Science, NGSS), instructional technology, assessment and strategic content.
6. Provide stipend positions for site leads to build internal capacity for ongoing training of core programs.

Tier 2 & 3

7. Provide PD to support for the unique needs of English Learners (CM, Systematic ELD), and EL Facilitators.
8. Provide PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.
9. Provide PD to support the social-emotional support, safety, and campus climate programs for at risk students.
10. Provide PD to support classified staff with enrollment, attendance and effective use of the student information system to monitor at risk students.
11. Provide PD to support the unique needs of students with disabilities
12. Provide PD to support the implementation of MTSS.

Additional Professional Development related to site specific programs and initiatives and supported in the SPSA

1. conference registrations
2. travel and accomodations
3. hourly compensation
4. Substitute coverage
5. PD contracts for outside providers.
6. Provide PD to support the implementation of Restorative Practices

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. Conference- AVID, CM, PBIS, RJ and Naviance
2. Provide PD on effective AVID strategies
3. Hourly for extended hours meeting
4. Substitutes for PD release time (CM, AVID, PBIS, RJ, etc.)
5. Global PD subscription
6. Partner with SCCOE

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year
3. no revisions this year
4. no revisions this year
5. no revisions this year
6. no revisions this year

Allocation(s)	<ol style="list-style-type: none"> 1. \$1000 2. \$2000 3. \$1000 4. \$2920 5. \$2800 6. \$20,575
Source(s)	<ol style="list-style-type: none"> 1. LCFF 2. LCFF 3. LCFF 4. LCFF 5. LCFF 6. Live Oak Foundation
Budget code(s)	<ol style="list-style-type: none"> 1. 5220-301010 2. 5220-301010 3. 1110-301010 4. 1150-301010 5. 5800-301010 6. 5000
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Anticipate ongoing 2. Anticipate ongoing 3. Anticipate ongoing 4. Anticipate ongoing 5. Anticipate ongoing 6. Anticipate ongoing

GOAL 1 ACTION 4: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Educational Programs

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Instructional Materials, technology, and educational programs in support of a rigorous College and Career Readiness and UC A-G aligned instructional program.

Actions as planned for the 2017-18 school year through the district LCAP:

1. Effective implementation of core instructional materials for [ELA/ELD](#) and Mathematics
2. Initial implementation including framework study, instructional materials and instructional shifts for [Social Science/History](#)
3. Initial implementation of [Next Generation Science](#) Standards including NGSS framework study, instructional shifts, preview Science programs, provide materials and lab supplies in support of NGSS development.
4. Support materials for school library inventory.
5. Ensure that all students have access to core instructional materials to support the General Education Curriculum including online curriculum where needed.
6. Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities.
7. Curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by underrepresented students.
8. Enrichment coordinators and assessments to identify and support gifted students
9. Deploy and maintain student Chromebooks and instructional technology.
10. Support programs for Chromebooks software maintenance and student information management

Additional Tier 1 Educational programs related to site specific initiatives and supported in the SPSA

1. Advisor stipends for STEM clubs (Mathcounts, Robotics, Mechanical Engineering, Software Engineering, and Biological Engineering)
2. Supplies/materials for STEM enrichment clubs (Mathcounts, Robotics, Mechanical Engineering, Software Engineering, and Biological Engineering)
3. Support California Junior Scholastic Federation (CJSF) on campus
4. Advisor stipend for PBIS Communication Director (Britton TV)
5. Supplies/materials for Britton TV
6. Allocate funds to support educational field trips for Britton students
7. Student Agenda
8. Chromebook replacements
9. Chromebook repairs
10. Music Department consumables
11. Principal's Open PO
12. Substitutes for School Business
13. ASB Bookkeeper
14. NGSS Supplies
15. Projector for Large Gym

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. 5 stipends total
2. supplies/materials
3. one stipend
4. one stipend
5. production costs/programs, cameras, technology

6. Rosicrucian Museum (6th grade)
7. Purchased through Premier
8. Replacements purchased through 2nd Gear
9. Reimburse district tech staff for repairs
10. Additional sheet music to support classes
11. Supplies, etc.
12. IEP's, supervision, extra events etc.
13. Tina Lattimore
14. Lab supplies
15. Projector/Lens/Box/Installation

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year
3. no revisions this year
4. no revisions this year
5. no revisions this year
6. no revisions this year
7. no revisions this year
8. no revisions this year
9. no revisions this year
10. no revisions this year
11. no revisions this year
12. no revisions this year
13. no revisions this year
14. no revisions this year
15. no revisions this year

Allocation(s)

1. \$9600
2. \$3454
3. \$1920
4. \$1920
5. \$1000
6. \$5000
7. \$2700
8. \$10,000
9. \$4000
10. \$1000
11. \$500
12. \$6895
13. \$6000
14. \$681.76
15. \$8000

Source(s)

1. Extended Day
2. Extended Day
3. LCFF
4. LCFF
5. Unrestricted

	<ul style="list-style-type: none"> 6. Unrestricted 7. Unrestricted 8. Unrestricted 9. Unrestricted 10. Unrestricted 11. LCFF 12. Unrestricted 13. Unrestricted 14. LCFF 15. Live Oak
Budget code(s)	<ul style="list-style-type: none"> 1. 1111- 2. 4310- 3. 1111-301010 4. 1111- 5. 4000 6. 4000 7. 4000 8. 4000 9. 4000 10. 4000 11. 4000 12. 1000 13. 2000 14. 4000 15. 4000
Anticipated changes for following year	<ul style="list-style-type: none"> 1. Anticipate ongoing 2. Anticipate ongoing 3. Anticipate ongoing 4. Anticipate ongoing 5. Anticipate ongoing 6. Anticipate ongoing 7. Anticipate ongoing 8. Anticipate ongoing 9. Anticipate ongoing 10. Anticipate ongoing 11. Anticipate ongoing 12. Anticipate ongoing 13. Anticipate ongoing 14. Anticipate ongoing 15. Anticipate ongoing

GOAL 1 ACTION 5: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Instructional Supports

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 strategic and intensive academic supports that meet students at their current level and promote their growth. This includes but is not limited to assessing student current level, linking students with strategic content support and monitoring of student growth. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Implement the district wide [assessment plan](#)
2. Implement district wide strategic supports such as Read 180, System 44, Lexia, LLI and Study Island
3. Utilize Cyber High as a credit recovery program for high schools.
4. Utilize supplementary instructional materials and assessments to inform and provide tiered supports.
5. Encourage through outreach and support increased enrollment of underrepresented students in Advanced Placement Classes
6. Utilize Cal Soap services improve access to college for underrepresented students and parents.
7. Provide [extended day support](#) and [extended day learning opportunities](#) for EL, Foster/Homeless, and socioeconomically disadvantaged
8. Implement supplemental support provisions of the [EL Master Plan](#)
9. Pre-school to serve eligible students
10. Provide extended learning opportunities to English Learner and Migrant Students.
11. Participate in outreach for TK/K enrollment including annual event. Extend the birth date range to December 31 for Transitional Kinder Enrollment.
12. Support growth of [Independent Learning Program](#) based on enrollment.
13. Implement and organize work consistent with the District's role as the [MTSS knowledge Development LEA](#) for Santa Clara County
14. Provide extended year learning opportunities for students with disabilities

Additional Tier 2-3 instructional supports related to site specific initiatives and supported in the SPSA

1. Utilize Cal-SOAP tutors in all AVID and ELD classes
2. Supplemental math and ELA support materials for SpEd
3. Stipends to support after school intensive intervention program (Math)
4. ELD Curriculum
5. Technology to support ELD

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. 4-6 Cal-SOAP tutors to support AVID/ELD
2. math workbooks
3. Five stipends total
4. TBD
5. TBD

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year
3. no revisions this year
4. no revisions this year
5. no revisions this year

Allocation(s)	1. \$12,605
	2. \$282.36

	<ul style="list-style-type: none"> 3. \$9600 4. TBD 5. TBD
Source(s)	<ul style="list-style-type: none"> 1. LCFF 2. LCFF 3. Extended Day 4. TBD 5. TBD
Budget code(s)	<ul style="list-style-type: none"> 1. 5000 2. 4000 3. 1000 4. TBD 5. TBD
Anticipated changes for following year	<ul style="list-style-type: none"> 1. Anticipate ongoing 2. Anticipate ongoing 3. Anticipate ongoing 4. Anticipate ongoing 5. Anticipate ongoing

GOAL 1 ACTION 6: Aligned to [District LCAP](#):

MTSS Description: Other SPSA Related Actions

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Actions in support of the development of the Single Plan for Student Achievement :

Provide links to SPSA related documents referenced in the district LCAP:

1. SARC
2. California Public School Dashboard
3. School Safety Plan

Additional actions related to the development, refinement and implementation of the SPSA

4. Development of the safety plan

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. no costs

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. n/a

Allocation(s)	1. n/a
Source(s)	1. n/a
Budget code(s)	1. n/a
Anticipated changes for following year	1. n/a

GOAL 1 ACTION 7: Aligned to [District LCAP](#)

MTSS Description:
Tier 1-3 Non-Instructional Basic Services

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1-3 Non-instructional basic service to all sites, through support department operating budgets. specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Communication and mailing expenses
2. Site specific facility projects
3. Transportation costs
4. Additional food service
5. Maintenance or custodial costs
6. Furniture and fixtures
7. Technology support and equipment
8. Office supplies
9. Recognition and awards
10. Other contracted services

Additional actions related to non-instructional basic services supported in the SPSA

1. Blackboard Connect
2. Go Guardian
3. Health Office supplies
4. Standard Business open PO
5. Office Depot supplies
6. RAFT
7. Referee fees
8. DMV Registration
9. Amazon open PO

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. license
2. licence
3. office supplies
4. copier maintenance/supplies
5. paper, office/classroom supplies
6. classroom supplies
7. Green Sport
8. Golf cart
9. Supplies

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year

3. no revisions this year
 4. no revisions this year
 5. no revisions this year
 6. no revisions this year
 7. no revisions this year
 8. no revisions this year
 9. no revisions this year

Allocation(s)	1. \$2100 2. \$4675 3. \$600 4. \$7000 5. \$10,000 6. \$300 7. \$4000 8. \$300 9. \$8000
Source(s)	1. Unrestricted 2. Unrestricted 3. Unrestricted 4. Unrestricted 5. Unrestricted 6. Unrestricted 7. Extra-curricular 8. Unrestricted 9. Unrestricted
Budget code(s)	1. 5000 2. 5000 3. 4000 4. 4000 5. 4000 6. 4000 7. 5000 8. 5000 9. 4000
Anticipated changes for following year	1. Anticipate ongoing 2. Anticipate ongoing 3. Anticipate ongoing 4. Anticipate ongoing 5. Anticipate ongoing 6. Anticipate ongoing 7. Anticipate ongoing 8. Anticipate ongoing 9. Anticipate ongoing

Goal 2 Statement of Goal	Parent Engagement All parents are valued as partners in their child’s education and are empowered to support their child’s preparation for college or career readiness.
Priorities Addressed by this goal:	STATE 3 5 6 LOCAL PRIORITIES:
Identified Need	In an effort to involve all stakeholders in student success, Britton will increase parent monitoring of students’ grades and attendance through improved participation and awareness.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	See Stakeholder engagement p. 8	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	See Stakeholder engagement p. 8	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	See Stakeholder engagement p. 8	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	Parent Volunteers # cleared through HR: TBD	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised/allocated: \$10,000	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone completion rate: 624/778 (80%)	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate: 632/659 (96%)	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring	Close gap to 100%	Close gap to 100%	Close gap to 100%

	percent accessing Aeries: 75.5% Visits per student: 109			
Parent Education program completers	Parent Education program completers 3	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	3.95	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	4.05	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school makes parents feel like valued partners in education	4.0	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	4.09	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	4.09	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	3.32	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	3.68	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	3.91	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	3.64	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	3.73	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	4.36	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric

Parents have a high knowledge of support and extended programs	3.64	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a high variety of extended programs available.	3.82	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	3.91	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	3.59	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.				

GOAL 2 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Support parent volunteer clearing service
2. Maintaining District parent advisory and support groups such as DELAC, and MPAC, meeting supplies, hospitality, and child care.
3. Providing LCAP parent consulting and advising opportunities
4. Implement provisions of the [family engagement plan](#)
5. Conduct Parent Engagement Survey (survey program subscription).
6. Coordinate Parent Education Nights for elementary schools that cover middle, high and college readiness information (part of the Cal-SOAP contract).
7. Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs.

Additional actions related to Tier 1 site specific parent engagement activities supported in the SPSA

1. Communication and mailing expenses

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. postage and mailers

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year

Allocation(s)	1. \$5500
Source(s)	1. Unrestricted
Budget code(s)	1. 4000
Anticipated changes for following year	1. Anticipate ongoing

GOAL 2 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Maintain Bilingual Community Liaisons at all sites
2. Conduct targeted outreach to include underrepresented parent volunteers
3. Provide translation services for district publications.
4. Provide information to immigrant parents regarding educational services.
5. Provide parent education opportunities such as Project to Inspire and Parent Institute for Quality Education.
6. Provide professional development to staff on working with diverse students and families.
7. Conduct outreach specifically for the purpose of gathering input into the district's Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.
8. Provide parent education in partnership with CBO's to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention.
9. Conduct outreach to help connect parents with local resources via School linked services and the CARE program.

Additional actions related to Tier 2-3 site specific parent engagement activities supported in the SPSA

1. Support parents with volunteer clearance fees
2. Work with ELAC to provide information nights to Spanish speaking families (Aeries, Naviance, Discovery, etc.)

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. Volunteer reimbursements
2. TBD

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year

Allocation(s)	<ol style="list-style-type: none"> 1. \$1000 2. TBD
Source(s)	<ol style="list-style-type: none"> 1. Unrestricted 2. TBD
Budget code(s)	<ol style="list-style-type: none"> 1. 4000 2.
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Anticipate ongoing 2. Anticipate ongoing

Goal 3 Statement of Goal	Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready
Priorities Addressed by this goal:	STATE 5 6 7 8 LOCAL PRIORITIES:
Identified Need	Reduce chronic absenteeism for all students with emphasis on students with disabilities.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate:	Month 11: 95.21%	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (Dashboard) Overall: 13.2% SWD: 22.6% SED: 17.8% Foster: na Homeless: 31.9% EL: 13.6% White: 12.9% Latino: 13.5%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	SARB Compliance: --# First Notice: 80 --# Second Notice: 36 --# Third Notice: 20 --# Conferences: 13 --# Hearings:	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates:	Suspension Rates Dashboard			
Overall:	Overall: 8.7%	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
SWD	SWD: 16.5%			
SED	SED: 10.3%			
Foster	Foster: na			
Homeless	Homeless: 10.6%			
EL	EL: 9.6%			
White	White: 6.4%			
Latino	Latino: 10.0%			
Suspension Offenses:	Offenses (DataQuest):			
Controlled Substance	Controlled Substance: 6	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Violence	Violence: 10			
Weapons	Weapons: 6 (no firearms)			
Behavior/Bullying	Behavior/Bullying: 9			
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0.33%	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Dropout Rate: 0%	Maintain below state rate	Maintain below state rate	Maintain below state rate
Local Student Survey	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined			
I feel safe at school	3.0			
I feel safe at home	3.69			
I have a safe staff connection to talk to.	2.92			
I participate in school activities	2.5			
I am happy at school	2.93			
I am proud of my school	2.9			
My school is an outstanding school	2.69			
CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding very high (Grade 7)			
High Academic Motivation	30%			
School has very high academic expectations	24%			

Experienced harassment or bullying	32%			
Been under the influence at school	2%			
High level of school connectedness	12%			
High level of caring staff	19%			
Feeling very safe at school	56%			
NWEA SEL survey (K-8)	Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)			
Teacher-student caring relationship	4.54			
Peer support for learning	4.51			
Family Support for learning	4.45			
Relevance of school work	4.49			
Positive future outlook	4.46			
Intrinsic Motivation	4.36			
Students attending Extended Day:	# Attending Ext. Day: TBD	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	Female: 152 Male: 135	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	93%	Close 1/3 gap to survey score of 5	Close 1/3 gap to survey score of 5	Close 1/3 gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	TBD			
Additional site specific: <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>				

GOAL 3 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Student Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Deploy as optional, the K-12 [service learning program](#).
2. Implement Positive Behavior Interventions and Supports (PBIS)
3. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)
4. Partner with the YMCA programs and services related to Project Cornerstone.
5. Develop and implement strategies to increase student attendance at all grade levels
6. Support schools to refine and update school safety plans
7. Implement student educational program for suicide prevention.
8. Provide large group social emotional learning opportunities to support healthy life skills and choices.
9. Conduct district wide climate surveys
10. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.

Additional actions related to Tier 1 site specific student engagement activities supported in the SPSA

1. Partner with One Yard to provide before school
2. Positive Behavior Intervention and Support implementation coach (site)
3. Incoming 6th Grade Orientation
4. Lunchtime Sports (T/Th)
5. Behavior assemblies
6. Extra-curriculum expansion (Cheer, Cross Country, Color Guard, Drumline, Track)
7. Prizes/materials for the Bobcat Student Store (PBIS)
8. Girls Locker Room coverage
9. Intervention Supervisor (PM)
10. Before School Supervision
11. Athletics
12. PM Field Trips

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. One Yard activities (Monday - Friday)
2. Staff stipend
3. Bobcat Bonanza (One Yard)
4. Staff stipend (x2)
5. Brian Stow, etc.
6. additional extra duty contracts
7. posters, pencils, etc.
8. stipend (x2)
9. stipend (x1)
10. stipend

- 11. supplies
- 12. Hosted through HW Center

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

- 1. no revisions this year
- 2. no revisions this year
- 3. no revisions this year
- 4. no revisions this year
- 5. no revisions this year
- 6. no revisions this year
- 7. no revisions this year
- 8. no revisions this year
- 9. no revisions this year
- 10. no revisions this year
- 11. no revisions this year
- 12. no revisions this year

Allocation(s)

- 1. \$5000
- 2. \$1920
- 3. \$1800
- 4. \$3840
- 5. \$5000
- 6. \$6400/1600 (\$8000 total)
- 7. \$500
- 8. \$3840
- 9. \$1920
- 10. \$1920
- 11. \$546
- 12. \$5000

Source(s)

- 1. Extended Day
- 2. Unrestricted
- 3. Unrestricted
- 4. Unrestricted
- 5. Unrestricted
- 6. Extra-curricular/unrestricted
- 7. Unrestricted
- 8. Unrestricted
- 9. LCFF
- 10. Unrestricted
- 11. Extra-curricular
- 12. Extended Day

Budget code(s)

- 1. 5000
- 2. 1000
- 3. 5000
- 4. 1000

**Anticipated
changes for
following year**

- 5. 5000
- 6. 1000
- 7. 4000
- 8. 1000
- 9. 1000
- 10. 1000
- 11. 4000
- 12. 4000

- 1. **Anticipate ongoing**
- 2. **Anticipate ongoing**
- 3. **Anticipate ongoing**
- 4. **Anticipate ongoing**
- 5. **Anticipate ongoing**
- 6. **Anticipate ongoing**
- 7. **Anticipate ongoing**
- 8. **Anticipate ongoing**
- 9. **Anticipate ongoing**
- 10. **Anticipate ongoing**
- 11. **Anticipate ongoing**
- 12. **Anticipate ongoing**

GOAL 3 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Student Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Increase student engagement among underrepresented and struggling students and build connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Provide an Activity Bus to improve access to extended day programs for disadvantaged students.
2. Develop a comprehensive College and Career awareness and activities plan to support underrepresented students that includes Cal Soap, Naviance and AVID.
3. Implement Naviance at grades 6-12, including training and professional development support.
4. Implement AVID at JAMM and continue to support AVID at middle and high schools.
5. Provide social-emotional support and services by teaming with community based organizations
6. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent.
7. Implement the Advent program for Foster Youth
8. Provide CARE team oversight and support to serve the unique needs of Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension
10. Develop a comprehensive Foster/Homeless education plan
11. Fund alternative placements for expelled students.

Additional actions related to Tier 2-3 site specific student engagement activities supported in the SPSA

1. licences and supplies
2. licensing fees

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. AVID
2. Naviance

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. no revisions this year
2. no revisions this year

Allocation(s)	<ol style="list-style-type: none"> 1. \$4318 2. \$5,523.88
Source(s)	<ol style="list-style-type: none"> 1. LCFF 2. LCFF
Budget code(s)	<ol style="list-style-type: none"> 1. 5000 2. 5000
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Anticipate ongoing 2. Anticipate ongoing

Budget Summary: (return to [top of SPSA here](#))

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
Allocated	\$105,250	\$10,946	\$58,784	\$35,000	\$28,575
Budgeted*	\$105,250	\$10,946	\$58,784	\$35,000	\$14,287 (Yr 1)
Spent YTD					
Encumbered					\$14,287 (Yr 2)
Available					
*SPSA budget by action	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation
Action 1.1	\$8760		\$2000		
Action 1.2			\$17,393	\$2346	
Action 1.3			\$9720		\$20,575
Action 1.4	\$36,595		\$5,027.76	\$13,054	\$8,000
Action 1.5			\$12,887.36	\$9600	
Action 1.6					
Action 1.7	\$32,975	\$4000			
Action 2.1	\$5500				
Action 2.2	\$1000				
Action 3.1	\$20,420	\$6946	\$1920	\$10,000	
Action 3.2			\$9,841.88		

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 makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Chris Moore	Administration	moorec@mhusd.org	
2. Nancy Altman	Administration	altmann@mhusd.org	
3. Natalie Bennetts	Teacher/PE	bennettsn@mhusd.org	
4. Patricia Finck	Teacher/Math	finckp@mhusd.org	
5. Michelle Hobbs	Parent	remyandmejewelry@gmail.com	
6. Chris Hudnut	Teacher/Spec. Ed	hudnutc@mhusd.org	
7. Jill Butler Moyer	Parent	jbmoyer1@aol.com	
8. Kelly Parker	Teacher/6th grade	parkerk@mhusd.org	
9. Kathleen Rauschuber	Teacher/English	rauschuberk@mhusd.org	
10. Paula Scotney Castle	Parent	scotneycastle@charter.net	
11. Sunny Scott	Teacher/History	scotts@mhusd.org	
12. Christy Thompson	Secretary	thompsonc@mhusd.org	
13. Jennifer Uyeda-Allen	Parent	Jennifer.Uyeda-Allen@anritsu.com	
14. Tina Vega	Teacher/6th	vegat@mhusd.org	
15. Jaden Frausto	Student/7th grade	100487@students.mhusd.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	7	2	4	1

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:
 - Home and School Club
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - Student representatives
 - ASB
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Chris Moore _____

Typed name of School Principal

Signature of School Principal

Date

Jennifer Uyeda-Allen _____

Typed name of SSC Official

Signature of SSC Official

Date

Western Association of Schools and Colleges Appendix ([Link to WASC resource page](#))

([Return to top](#))

Directions: WASC progress reporting includes the following reporting domains. Reference sections in the SPSA above and enhance any reporting domains with additional narrative below each section as needed.

I: Student/Community Profile Data: [See the narrative in the “Our Story” section of the SPSA above.](#)

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school’s vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

II: Significant Changes and Developments: [See the narrative in the “Our Story” and “Review of Progress” Sections above](#)

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

III: Ongoing School Improvement: [See the narrative in the “SPSA monitoring, progress, and revision” section above](#)

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan: See the “implementation status” under each action above.

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

V: Schoolwide Action Plan Refinements: See the “revisions as a result of monitoring and stakeholder input” under each action above.

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school’s latest updated schoolwide action plan.

Links to WASC templates:

- Mid-cycle One-Day Visit: [Procedures](#) | [School Progress Report Template](#)
- Mid-cycle Two-Day Visit: [Procedures](#) | [School Progress Report Template](#)
- Probationary Visit: [Procedures](#) | [School Progress Report Template](#)
- Progress Report: [Procedures](#) | [School Progress Report Template](#)
- Special Progress Visit: [Procedures](#) | [School Progress Report Template](#)
- Special Visit: [Procedures](#) | [School Progress Report Template](#)
- Substantive Changes: [Procedures](#) | [ACS WASC Substantive Change Form2](#)
- **Third-Year Progress Report (On-site visit not required):** [Procedures](#) | [School Progress Report Template](#)