



Single Plan for Student Achievement (SPSA) 2018-2019



School name: Central Alternative High School		Morgan Hill Unified School District
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Link to District LCAP	Link to SARC	Link to Safety Plan
Link to State Dashboard	Link to School Website	Link to current WASC plan

Plan Summary:

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

Community Served by Central High School (CHS)

The history of the development and growth of Morgan Hill is bracketed by agriculture and high technology. The area was shaped by pioneering ranchers and farmers who transformed the valley from open grasslands to highly organized orchards and fields of crops. Even when many ranches were subdivided and sold off, agriculture remained the primary industry until the early 1960s when Silicon Valley began earning its name with the influx of high-tech industries to the area.

Morgan Hill's current population is 40,836, and the school district boundaries range from south San Jose, a city of over one million inhabitants to rural San Martin, just north of Gilroy. According to the Morgan Hill Chamber of Commerce (2014), the median home income in Morgan Hill is \$96,419, and the median home value is \$795,000. Home prices and rents have been on the rise in the past several years.

Central High School receives a majority of its students from the two traditional high schools within the district, Ann Sobrato (1467 students) and Live Oak (1175 students). This takes place through a referral process in collaboration with the district and the school sites. Also included in Central High School's enrollment are students coming into this district from other continuation high schools or other unique circumstances.

School History and Profile

Central High School is the only continuation high school that serves the Morgan Hill Unified School District. Central opened its doors in 1966. The school offers a viable alternative to the traditional high school for students behind on credits. This is accomplished by providing a personalized setting and smaller class sizes, emphasizing academic success in a student-centered environment. The majority of the student body is grades eleven and twelve, with student demographics as follows: 133 students, 15% English Learners, 3% Foster Youth, 12.8% Homeless, 3% Migrant, 18.8% Students with Disabilities, 60.9% Low Socioeconomic Status.

Central High School provides standards-based academic high school curriculum. The school year is divided into 6 learning blocks with each block consisting of 6 weeks, totaling a 36-week academic school year. Online credit recovery through Cyber High, access to adult education courses and concurrent enrollment in Gavilan Community College provide students an opportunity to earn additional credit in order to meet graduation requirements and earn a high school diploma.

Central staff assesses student progress in many ways: attendance, homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation as students move towards mastering established standards. Progress reports are mailed home every three weeks for all students. Report cards showing credits earned are mailed at the completion of every six-week grading period. If a student is at risk of not graduating or if there are other problems with grades or behavior, the Central staff meets with the student and communicates with parents or guardians immediately. Students and parents can always contact teachers via voicemail or email for more frequent progress checks.

Central High School provides a diverse academic program and practical foundation for the district's at-risk student population through standards-based individualized and group instruction. Instruction and curriculum are aligned with Common Core and state standards and utilizes district adopted, state approved textbooks and curriculum. Emphasis is placed on completion of credits toward graduation along with career orientation, work experience and the development of life skills. Central is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings.

Central High School provides a climate in which students feel safe, academically challenged, and supported in their efforts toward high school graduation and transition to higher education and/or the workplace setting.

As previously mentioned, students are referred from the two comprehensive high schools in the district through academic counseling. Prior to each acceptance cycle, the CHS principal and counselor meet with the counselors from the comprehensive high schools to discuss students who would benefit from a credit recovery program. Students enrolled at Central are referred by counselors, the principal, or parents, and the reasons include adjustment problems, deficiency in credits, students having parental responsibilities, special needs or family support roles. Central also has referrals from probation officers, and there are walk-in students who have just moved to Morgan Hill from a continuation high school in their former district. The process is transparent and equitable for all sites in order to support all student and family situations. Emphasis is placed on enrolling seniors and juniors first, and lower classmen are admitted as space allows.

The District has a policy regarding how students are transferred to Central. A spreadsheet is maintained that all three high school counseling departments have access to. Each school puts the names of potential students on the spreadsheet so that the student is openly studied and discussed at the District Student Study Team meeting as being a good candidate for Central. Special Education referrals are usually on a waiting list as enrollment remains capped due to the teacher being on a part-time assignment and students with IEPs ability to remain in school

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

Central High School will...

1. Plan our SPSA to align with the district LCAP
2. Expand the menu of monitoring metrics to ensure plan integrity and alignment with student outcomes.
3. Plan and implement curriculum and activities to support new core curriculum adoptions..
4. Continue to participate in training about curriculum and strategies that best support ALL students in English, specifically English Learners.
5. Continue to provide teachers support and time to collaborate on differentiated Math strategies through curriculum and data analysis.
6. Enhance and expand Career Technical Education pathways to include work based learning, certifications and industry aligned course offerings.
7. Provide training for all teachers and staff to further develop their technology skill set to include; Google, Google Classroom and Google Apps for Education.
8. Provide additional training for online educational programs that will supplement classroom instruction and collaborate on the best uses of such programs to enhance student outcomes. .
9. Develop methods for increasing parent engagement and involvement through parent education nights and other school events.

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.

Central High School has increased the graduation rate by eight percent and online coursework access has been developed to support an A-G pathway option for students. This year the Transitional 180 Diploma was offered as an option to students and this allowed twenty percent more students to graduate with a career plan. A newly designed Data Driven Math Lab that is individually paced, provides students with foundational skills at their level so they can be successful in gaining math competency.

The number of students interested in Career Technical Education has increased along with local industry partnerships and involvement, such as the CMAP media project. Through science classes and a partnership with the Water Pathways Grant, students have engaged in engineering practices that include science, english and math through the creation of a holistic ecosystems via aquaponics. This has already resulted in seniors transitioning to the water resource management certification program at Gavilan Community College.



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. What steps is the school planning to take to address these areas with the greatest need for improvement?

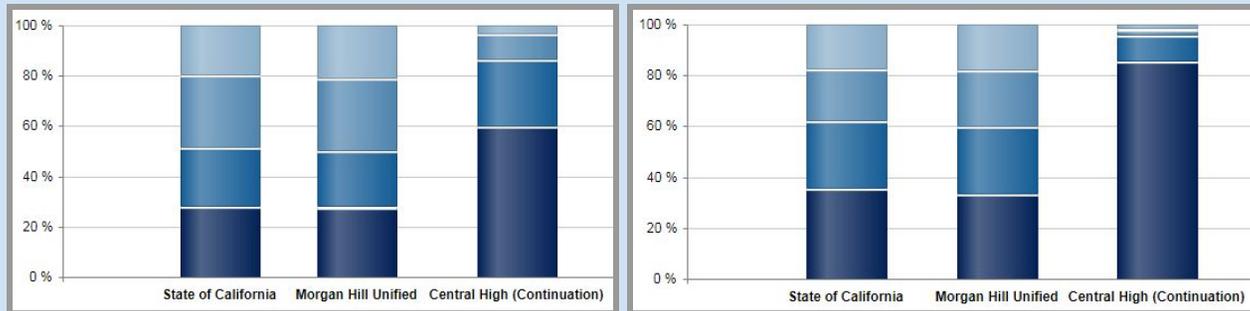
As an alternative school, Central does not have a state dashboard

Our primary goal is student graduation and college/career readiness. We will continue to enhance supports using multi tiered strategies to assist students being able to graduate prepared for their next life steps.

Our CELDT scores show that students need ongoing support in order to reclassify due to a higher than average number of long term English Learners (LTEL’s). In order to ensure additional support for English Learners and their reclassification, Central High School teachers will receive ongoing training on Constructing Meaning and effective instructional strategies. All ELA teachers are or will be trained in ERWC to best support college and career readiness for reading and writing. While implementing a new ELA and ELD curriculum,, teachers will also receive additional professional development on lesson designs that best support ALL learners, specifically English Learners. Maintaining a high reclassification rate is an important school goal

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Central High (Continuation)	43695834334488	133	20 (15.0 %)	41 (30.8 %)	4 (22.2 %)
District Total:		9,133	1,337 (14.6 %)	1,700 (18.6 %)	256 (18.1 %)
County Total:		272,132	62,147 (22.8 %)	81,867 (30.1 %)	8,135 (13.2 %)
State Total:		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Student achievement comparisons for English Language Arts (Left) and Mathematics (Right) indicate achievement gaps between Central students and the district and State at large.



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?

Areas of focus for performance gaps are in Math, English and English Learners. Central will use online software, increase lab classes for more individualized support, develop new curriculum in NGSS and ELD (ERWC),ELD/ELA classes for skill development and credit recovery, CTE strands that will support via school wide reading and writing activities as well as cross curricular projects.

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.

Services provided by the regular program that enable underperforming students to meet standards

Services include; after school programs, extended school year, online credit recovery, adult school opportunities, career focus period each week for 25 minutes and low class sizes. In order to support college and career readiness, students will have access to Naviance during their school day as well as Career Technical Education programs.

Services provided by categorical funds that enable underperforming students to meet standards

Services provided by categorical funding include; VTA transportation, Counseling services, Cal-SOAP services, Math and English lab, CTE courses, online credit recovery and career enrichment. ELD coordinator to track and provide interventions for success

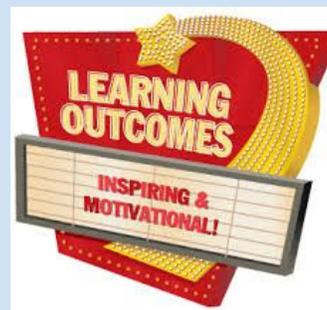
SPSA Monitoring, Revision, and Stakeholder Engagement:

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 with staff input, including counseling, clerical, teaching staff and students. Other stakeholders involved were SSC, ELAC, student organizations and public safety personnel and other parent input. Input that informs the SPSA is gathered throughout the school-year as this a working document and needs to be revisited and revised during the year. All school goals described in the SPSA are aligned to the district's LCAP, mission and vision.

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)

Input and feedback from stakeholders provided multiple perspectives and diverse viewpoints that allowed Central High School to put together the most comprehensive goals and actions to meet student needs. Main revisions include aligning the SPSA to the District LCAP; organizing all actions by our Multi Tiered System of Support, and enhancing monitoring metrics to assist in evaluating our plan for producing the best student outcomes.



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:	\$111,999
Total allocations for planned actions in the SPSA:	\$111,999
Percentage of school site budget allocated in the SPSA:	100 %
<p><i>Briefly describe any differences between budgeted and expended resources:</i></p> <p>The Central SPSA is endeavoring to provide 100% transparency into site funding and allocations. All funds are accounted for in this plan. The plan will continue to gain detail as actions and metrics are refined to best inform our efforts to tailor our program to student needs.</p>	
Total LCFF supplemental funds in the SPSA	\$10,176.75
Total Federal funds in the SPSA	\$30,247.08
Percent unduplicated student count	57.14 %
<p><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></p> <p>Additional funding supports extended credit recovery and student engagement efforts. The use of supplemental funds can easily be tracked using the budget summary on page 33 and using the links to action details provided in the summary table.</p>	
Total carryover funds to your site budget at the Fall first interim.	\$45,000
<p><i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i></p> <p>Central's carryover was earmarked for potential growth in the various programs. The growth of MoHILA, Advent, and potentially an alternative program to respond to the closure of Odyssey (SCCOE Alternative Site at all have flexible or TBD status).</p>	

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	Improve student achievement in core areas with emphasis on English and Math; close Latino-White graduation gap; increase CTE opportunities and completers; improve credit recovery rates (credits earned/attempted)

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ Alternative 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
Graduation Rates Rate, Status & Change --All Student --Low SES --w/Disabilities --White --Hispanic/Latino	Grad Rates: 2017 Data Quest, no dashboard --All 80% --SED 84% --SWD n/a --White 94% --Hisp/Lat. 74%	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing groups by >5% per year	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing groups by >5% per year	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing groups by >5% per year
Post Secondary Plans --% of Grads accounted: --Enroll Jr. or 4 yr. Col.. --Common Scholarship --Naviance Int. Survey --Technical training --Entering workforce --Military	Post Secondary % (Naviance) --% of Seniors accounted: 111 --applied Jr. or 4 yr. Col.: 11 --Common Scholarship: --Did Nav.Int. Survey: 69/111 --Technical training: --Entering workforce: --Military:	Pending availability of data in June Increase % of Senior Class monitored by 5% % completing CS application >5% % completing Nav. Survey >5	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5

Graduation Options: --Total Senior Class -- AG Completers --220 non AG completer --180 Alternative --Cert. of completion --Returning for 5th year --Enrolling in Adult Ed. --Drop Out --% Grad or continuing	Graduation Options: class '17 --Total Senior Class: 98 -- AG Completers 0 --220 non AG completer --180 Alternative --Cert. of completion --Returning for 5th year 6 --Enrolling in Adult Ed. --Drop Out --% Grad or continuing	Increase percentage of graduates with clear postsecondary plans	Increase percentage of graduates with clear postsecondary plans	Increase percentage of graduates with clear postsecondary plans
Career Technical Ed. --number enrolled --number concentrators --pathway completers	Career Technical Ed. --number enrolled: --number concentrators: --pathway completers:	Increase pathway completers to at or above statewide rates	Increase/maintain pathway completers to at or above statewide rates	Increase/maintain pathway completers to at or above statewide rates
Dual Credit Earners	# Earn Dual Crt (Local):	Increase Dual credit earners ea yr.	Increase Dual credit earners ea yr.	Increase Dual credit earners ea yr.
Biliteracy Progress --Earn Seal of Biliteracy. --EL status & change --EL Reclass Rate	(Local, Dashboard , data quest): Not dashboard yet --Seal Earners (local): --EL status & change: N/A --EL Reclass Rate: 22.2%	Maintain positive growth in all categories	Maintain positive growth in all categories	Maintain positive growth in all categories
SAT Exam 11th/12th gr --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	SAT Exam --Participation 1 --Met ERW benchmark N/A --Met Math benchmark N/A --Met both benchmarks N/A	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually
PSAT Exam (Grade 11) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation 23 --Met ERW benchmark 13% --Met Math benchmark 4% --Met both benchmarks 4%	Increase CCR score 3 %	Increase CCR score 3 %	Increase CCR score 3 %
Credits Earned --Session 1 --Session 2 --Session 3 --Session 4 --Session 5 --Session 6 --Earned/Attempted: --online: Dir. Instr:	Credits Earned --Session 1: 1704.5 5 --Session 2: 1601.0 5 --Session 3: 2116.3 24 --Session 4: 1953.3 30 --Session 5: 1963.9 30 --Session 6 TBD --Earned/Attempted: 71% --Base prog: Online:	Maintain balance of credits earned during each 6 week session. Monitor trends of total credits awarded vs attempted and digital options vs. direct instruction.	Maintain balance of credits earned during each 6 week session. Monitor trends of total credits awarded vs attempted and digital options vs. direct instruction.	Maintain balance of credits earned during each 6 week session. Monitor trends of total credits awarded vs attempted and digital options vs. direct instruction.

Core Area Grades (Average GPA, % F's) --English --Math --Science --History	Core Area Grades <table border="1"> <thead> <tr> <th></th> <th>Avg GPA</th> <th>%F's/NC</th> </tr> </thead> <tbody> <tr> <td>--English</td> <td>2.08</td> <td>30%</td> </tr> <tr> <td>--Math</td> <td>1.27</td> <td>42%</td> </tr> <tr> <td>--Science</td> <td>1.48</td> <td>39%</td> </tr> <tr> <td>--History</td> <td>1.88</td> <td>25%</td> </tr> </tbody> </table>		Avg GPA	%F's/NC	--English	2.08	30%	--Math	1.27	42%	--Science	1.48	39%	--History	1.88	25%	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing supports & staffing according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing supports & staffing according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing supports & staffing according to need.
	Avg GPA	%F's/NC																	
--English	2.08	30%																	
--Math	1.27	42%																	
--Science	1.48	39%																	
--History	1.88	25%																	
CAASPP Test Grade 11 ELA --All student --Low SES --SWD --EL Math --All student --Low SES --SWD --EL Science --All student --Low SES --SWD --EL	CAASPP Test --Grade 11 ELA --All student 2470 --Low SES 2454 --SWD No Score n small --EL No Score n small Math --All student 2438 --Low SES 2419 --SWD No Score n small --EL No Score n small Science --All student No Score pilot --Low SES No Score pilot --SWD No Score pilot --EL No Score pilot	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.															
MAP (growth) ELA --Grade 10 --Grade 11 --Grade 12 optional Math --Grade 10 --Grade 11 --Grade 12 optional Science Optional --Grade 10 --Grade 11 --Grade 12 optional	Fall to Fall growth +/- nat norm Year one scores status only ELA --Grade 10 no scores --Grade 11 203.8 / 221 --Grade 12 213.0 / 222 Math --Grade 10 no scores --Grade 11 215.8 / 231 --Grade 12 221.4 / 234 Science Optional --Grade 10 no scores --Grade 11 no scores --Grade 12 no scores	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.															
California Dashboard % College Career Ready	(ALT ed Dashboard pending) no metric to date	Increase CCR status by >3% per year	Increase CCR status by >3% per year	Increase CCR status by >3% per year															

Implementation Status: Mathematics English (ELA/ELD) History Science MTSS academic MTSS Soc Emot. PLC	Rubric Score at High Schools Mathematics 3.95 English (ELA/ELD) 3.22 History 2.23 Science 2.77 MTSS academic 3.38 MTSS Soc Emot. 2.29 PLC 3.46	Grow from previous year rubric scores in all core area implementations on Staff survey	Grow from previous year rubric scores in all core area implementations on Staff survey	Grow from previous year rubric scores in all core area implementations on Staff survey
Special Education --Number SWD: --New Referrals --Qualifications:: --Exits: --On track to graduate at --Grade 11 --Grade 12 Certificates of comp. Returning for 5th year.	Special Education (non SLP) --# SWD: 14 --Referrals: 2 --Qualifications: 1 & 1 pending --Exits: 2 & 5 pending --On track % at --Grade 11: 3/6 or 50% --Grade 12: 7/9 or 78% Cert. of comp. 0, Diplomas 7 Returning for 5th year: 2			
Additional site specific metrics: --Number of students participating in sports teams	20-25 students			

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

MTSS Description:	Tier 1 Staff
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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 20:1 in grade TK, 24:1 in grades K-2, grades 3-12 have a class size maximum of 36)
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. Provide resources for additional hourly staff coverage as needed.

Implementation status and actual actions completed to date:

1. Circumstances arise where additional supervision and / or office assistance is needed on a flexible basis,

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

- 1.

Allocation(s)	1. \$5,725 View SPSA Allocation Summary by Action Here
Source(s)	1. State Lottery
Budget code(s)	1. 020-1100-0-2410-12-3200-2490-016400-030-0000
Anticipated changes for following year	1. Improve the customer service that we provide to our students, our parents and our staff.

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

MTSS Description:	Tier 2-3 Staffing
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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. No additional site funded personnel

Implementation status and actual actions completed to date:

1. There are no additional Tier 2 or Tier 3 staff employed at the staff level. On the rare occasion when we have had additional staff, the District Office has covered that expense or the teachers have used that time as part of the additional 25 hours of adjunct duty time provided for by contract.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

Allocation(s)	1. View SPSA Allocation Summary by Action Here
Source(s)	1.
Budget code(s)	1.
Anticipated changes for following year	1.

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 Registration
2. Travel expenses
3. Substitute

Implementation status and actual actions completed to date:

1. Ongoing: (WASC visiting teams, CCEA Conference, CALSOAP conference, ERWC (writing), CCIS (California Consortium of Independent Study). CTE PD, NGSS Rollouts,
2. Direct costs
3. Substitutes

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Actions 1-3 anticipated to be ongoing

Allocation(s)

1. \$1,800 (dollar amount for conference reg)
2. \$1,100 (dollar amount for travel)
3. \$3,200 (dollar amount for subs)

[View SPSA Allocation Summary by Action Here](#)

Source(s)

1. Title 1 or Independent Study- State Lottery
2. Title 1
3. Title 1 or Independent Study- State Lottery

Budget code(s)	<ol style="list-style-type: none"> 1. 060-3010-0-5220-00-3200-1000-301000-030-0000 \$400 060-3010-0-5220-00-3200-2700-301000-030-0000 \$900 020-1100-0-5220-00-3300-1000-016400-033-0000 \$500 2. 060-3010-0-5220-00-3200-1000-301000-030-0000 \$100 060-3010-0-5220-00-3200-3110-301000-030-0000 \$1,000 3. 060-3010-0-1150-00-3200-1000-301000-030-0000 \$700 020-1100-0-1150-00-3300-1000-016400-033-0000 \$2,500
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Have more staff attend conferences, especially the one sponsored by California Continuing Education Association.

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 under-represented 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. Software and program licenses
2. Chromebook replacement and repairs
3. Instructional materials (novels, common core supplementals)
4. Site copies and office/stationery supplies (Central, Workability, Transitional Partnership Program)
5. Supplemental Classroom supplies

Implementation status and actual actions completed to date:

1. Adobe Suite for CTE;
2. whiteboards and projectors have been ordered; Chromebook replacement parts have been ordered
3. TBD supplementals as needed
4. ongoing stationery needs
5. TBD as needed.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Actions 1-5 are anticipated to be ongoing.

Allocation(s)

1. \$4,173 (Edmentum)
2. \$3,100 (Chromebooks)
3. \$1,300 (English Supplementals)
4. \$372 (Art supplies)
5. \$7,676 (Technology for classroom, including CTE)

[View SPSA Allocation Summary by Action Here](#)

Source(s)	<ol style="list-style-type: none"> 1. Title I 2. Unrestricted Lottery/LCFF 3. LCFF 4. Title 1 5. Unrestricted Lottery/LCFF
Budget code(s)	<ol style="list-style-type: none"> 1. 060-3010-0-5800-00-3200-3110-301000-030-0000 2. 020-1100-0-4340-00-3200-1000-016400-030-0000 010-0000-0-4340-00-3200-1000-301010-030-0000 3. 010-0000-0-4200-00-3200-1000-301010-030-0000 4. 060-3010-0-4310-00-3200-1000-301000-030-0000 5. 020-1110-0-4340-00-3200-1000-016400-030-0000 (\$800) 010-0000-0-4340-00-3200-1000-301010-030-0000 (\$1,200) 010-0000-0-4400-00-6000-1000-301010-030-0000 (\$2,200) 010-0000-0-4400-00-3200-1000-301010-030-0000 (\$6,644)
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Actions 1-5 will continue with funds being spent in the areas that are most needed in order to maintain a rigorous support of a College and Career Ready and UC A-G aligned instructional program.

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 Cyberhigh 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. Implement Lexia in post secondary and using MAP>Study Island individual learning plans in Math Lab 1 and 2
2. Provide hard copy materials for the Advent program
3. NGSS / Science supports for students on independent study
4. Stipends for extended day tutoring and support

Implementation status and actual actions completed to date:

1. Actions 1,3, and 4 covered by district funding through the LCAP. Action 2 covered in office materials.
2. Providing hard copies for students who are restricted from internet access by the court.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Actions with expenditures anticipated to be ongoing.

Allocation(s)	<ol style="list-style-type: none"> 1. \$0 2. \$3,000 	View SPSA Allocation Summary by Action Here
Source(s)	<ol style="list-style-type: none"> 1. N/A 2. Title 1 	
Budget code(s)	<ol style="list-style-type: none"> 1. N/A 2. 060-3010-0-4200-00-3200-1000-301000-030-0000 	
Anticipated changes	<ol style="list-style-type: none"> 1. 	

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. Central High School Site Safety Plan 17-18.pdf
(file:///CE-KING-LT/Users/julie.king/Documents/Central%20High%20School%20Site%20Safety%20Plan%2017-18.pdf)

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

4. Training and supporting the School Site Council
5. Development of local metrics for monitoring the SPSA
6. DATA Talk and links to data sources ie. state dashboard
7. School presentations, communications and PR related to school achievement

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

1. No additional SPSA related activities that bear a cost.

Implementation status and actual actions completed to date:

- 1.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

- 1.

Allocation(s)	1.	View SPSA Allocation Summary by Action Here
Source(s)	1.	
Budget code(s)	1.	
Anticipated changes for following year	1.	

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. Office and operating costs
2. Additional maintenance expenses/hour
3. Santa Clara VTA bus passes
4. Duplication and printing maintenance

Implementation status and actual actions completed to date:

1. Some equipment has been purchased from this fund that is one-time discretionary dollars to carryover and be spent out over the remainder of this plan.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

- 1.

Allocation(s)	<ol style="list-style-type: none"> 1. \$10,000 Supplies 2. \$260 Maintenance personnel 3. \$3,000 Santa Clara VTA 4. \$ 500 copier maintenance <p style="text-align: right;">View SPSA Allocation Summary by Action Here</p>
Source(s)	<ol style="list-style-type: none"> 1. Unrestricted Lottery 2. Unrestricted Lotter 3. Title I 4. Unrestricted Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. 020-1100-0-4310-00-3200-2700-016400-030-0000 2. 020-1100-0-2220-12-3200-8100-016400-030-0000 3. 060-3010-0-4310-00-3200-1000-301000-030-0000 4. 020-1100-0-5600-00-3200-2700-016400-030-0000
Notes:	

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	Increase parent monitoring of student progress and measure of feeling like valued partners in child's education.

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	Link to November 7 meeting Link to December 6 meeting Link to May 24 meeting	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	No ELAC, less than 21 EL's	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	No HSC	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: 11	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised: NA	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone completion rate: 78%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate: NA	Close gap to 100%	Close gap to 100%	Close gap to 100%

Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 56% Avg visits per student: 88	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education program completers	Parent Education program completers : 0	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:	4.33	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school encourages parent volunteers in a variety of roles:	3.33	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school makes parents feel like valued partners in education	4.67	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents are satisfied with level of 2-way communication	4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school provides adequate monitoring info for grades & attendance	4.67	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school is physically safe:	4.33	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Ours school meets social emotional needs:	4.67	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school values diversity:	4.33	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents satisfied with learning environment	5.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a challenging curriculum	4.33	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents encourage after school participation	5.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language

Parents have a high knowledge of support and extended programs	4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a high variety of extended programs available.	4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child likes school:	4.67	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child feels safe at school:	4.67	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
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 CalSoap 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. Meeting expenses for parent night and back to school events, ie: Mid-year and June Graduation ceremony expenses. CAL Soap and College nights, and FAFSA workshops,

Implementation status and actual actions completed to date:

1. Postage for mailings to families
2. End of year graduation expenses
3. Reimbursement for hospitality expenses for parent nights and orientations

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Ongoing

Allocation(s)	<ol style="list-style-type: none"> 1. \$500 Postage 2. \$614 Graduation ceremony, \$4,000 Caps, gowns and diplomas 3. \$1,000 View SPSA Allocation Summary by Action Here
Source(s)	<ol style="list-style-type: none"> 1. Title 1 2. State Lottery 3. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. 060-3010-0-5910-00-3200-2495-301000-030-0000 2. 020-1100-0-5600-00-3200-2700-016400-030-0000 3. 020-1100-0-4310-00-3200-2495-016400-030-0000
Anticipated changes for following year	<ol style="list-style-type: none"> 1. 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. At Risk student parent conference expenses

Implementation status and actual actions completed to date:

1. Intervention/monitoring conferences are held ongoing throughout the year, expenses include release time and case preparation etc.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Ongoing

Allocation(s)	1. \$1500	View SPSA Allocation Summary by Action Here
Source(s)	1. Title 1	
Budget code(s)	1. 060-3010-0-1150-00-3200-1000-301000-030-0000	
Anticipated changes for following year	1. 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 student chronic absenteeism rates and suspension rates.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ k-8, middle and High schools

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 (website) 85.8%	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates:	Chronic Absenteeism Rates: (Dashboard)			
Overall:	Overall: 66.1 %	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
SWD	SWD 73.3%			
SED	SED 65.6%			
Foster	Foster 18.8%			
Homeless	Homeless 57.1%			
EL	EL 52.5%			
White	White 76.5%			
Latino	Latino 64.0%			
SARB Compliance:	SARB Compliance:			
--# First SARB Notice	--# First Notice: 34	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
--# Second SARB Notice	--# Second Notice: 5			
--# Third SARB Notice	--# Third Notice: 0			
--# Parent Conferences	--# Conferences: 10			
--#SARB Hearings	--# Hearings: 0			

Suspension Rates:	Suspension Rates Dashboard			
Overall:	Overall: 7.1%	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 16.7%			
SED	SED 9.3%			
Foster	Foster 31.3%			
Homeless	Homeless 14.3%			
EL	EL 7.5%			
White	White 5.9%			
Latino	Latino 5.1%			
Suspension Offenses:	Offenses (DataQuest):			
Controlled Substance	Controlled Substance: 2	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Violence	Violence: 6			
Weapons	Weapons: 0			
Behavior/Bullying	Behavior/Bullying: 2			
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Drop-Out Rates: 13.6% overall 9.0% Latino 14.7% White	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, 2 is some of the time, 3 is most of the time and 4 is all of the time. Grades 10-11-12 combined			
I feel safe at school	3.0			
I feel safe at home	3.5			
I have a safe staff connection to talk to.	2.8			
I participate in school activities	1.9			
I am happy at school	2.4			
I am proud of my school	2.7			
My school is an outstanding school	2.6			

CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding Strongly Agree or very much true (Grade 11)			
Chronic sadness or hopelessness	33%			
Current alcohol or drug use	50%			
Has experienced harassment or bullying	13%			
High level of school connectedness	4%			
High level of caring staff	12%			
Feeling very safe at school	40%			
Students attending Extended Day:	# Attending Ext. Day help: 45	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: Male: 20	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	Link to progress survey data	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	Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs			
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. Continue PBIS implementation
2. Provide Extended day program including extracurricular program stipends for supervision and coaching.
3. Develop and implement weekly system of truancy letters to ensure SARB compliance. Postage and stationary costs
4. Develop and implement weekly notice to parents for chronic absenteeism
5. PBIS staff and student motivational supplies, banners, spirit day apparels, awards etc.

Implementation status and actual actions completed to date:

1. Ongoing as part of cohort one for a second year due to slow progress
2. Tutoring Sports teams fielded for softball and basketball.
3. Improvement plan for mandated attendance procedures
4. Creating a system to address new state chronic absenteeism metric.
5. PBIS staff and student motivational supplies (banners, spirit day apparels, awards, etc.)

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Ongoing for all actions

Allocation(s)

1. \$2,000
2. \$18,000
3. \$3,000
4. \$1,000
5. \$1,300

[View SPSA Allocation Summary by Action Here](#)

Source(s)

1. LCFF Supplemental
2. Extended day

	<ul style="list-style-type: none"> 3. Title 1 4. Title 1 5. Title 1
Budget code(s)	<ul style="list-style-type: none"> 1. 010-0000-0-5220-00-3200-1000-301010-030-0000 2. 010-0000-0-1111-00-1110-1000-301000-030-0000 3. 060-3010-0-1110-12-3200-1000-301000-030-0000 4. 060-3010-0-1110-12-3200-1000-301000-030-0000 5. 060-3010-0-4310-00-3200-1000-301010-030-0000
Anticipated changes for following year	

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. Support Implementation of 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. Small group social emotional intervention and rehabilitation programs (additional services through Discovery, Community Solutions).
2. Develop and implement tiered restorative practices and restorative justice as alternatives to suspension
3. Provide California Student Opportunity and Access resources and services to Central students

Implementation status and actual actions completed to date:

1. Ongoing using referral system based on need
2. Develop and implement
3. Cal-SOAP

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. No revisions, ongoing
2. New action--allocation to cover increased supervision
3. Ongoing

Allocation(s)

1. No cost associated
2. \$2,500
3. \$3,800

[View SPSA Allocation Summary by Action Here](#)

Source(s)

1. N/A
2. Title 1
3. Title I

Budget code(s)	<ol style="list-style-type: none"> 1. N/A 2. 060-3010-0-1XXX-00-3200-1000-301000-030-0000 3. 060-3010-0-5800-00-3200-3110-301000-030-0000
Anticipated changes for following year	

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

	Unrestricted Lottery	LCFF Supplemental	Federal Sources Title 1	Extended Day	Live Oak Foundation Grant
Allocated	\$25,000	\$10,176	\$30,247	\$18,000	\$28,575
Budgeted*	\$24,999	\$10,176	\$30,245	\$18,000	
Spent YTD					
Encumbered					\$28,575
Available	\$1	\$0	\$2	\$0	
Links to Actions	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day	LO Foundation Grant
Action 1.1	\$5,725				
Action 1.2					
Action 1.3			\$6,100		
Action 1.4	\$3,900	\$8,176	\$4,545		
Action 1.5			\$3,000		
Action 1.6					
Action 1.7	\$10,760		\$3,000		
Action 2.1	\$5,614		\$500		
Action 2.2			\$1,500		
Action 3.1		\$2,000	\$5,300	\$18,000	
Action 3.2			\$6,300		

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. Maxine Bartschi, Interim Principal	Central HS	bartschim@mhusd.org	
2. Chelly Brink, Counselor	Central HS	brinkc@mhusd.org	
3. Julie King, Secretary	Central HS	kingj@mhusd.org	
4. Christine Charlebois, Teacher	Central HS	charleboisc@mhusd.org	
5. Steve Tate, Mayor	Community	stevetate@charter.net	
6. Dave Conragan	Parents	drconragan@aol.com	
7.			
8.			
9.			
10.			

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	1	2	2	0

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups
 - Parent surveys
 - Special Education
 - Foster, homeless, disadvantaged
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - Student representatives
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:

Maxine Bartschi
Typed name of Interim School Principal

Signature of Interim School Principal

Date

Steve Tate
Typed name of SSC Official

Signature of SSC Official

Date

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

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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 Form](#)
- **Third-Year Progress Report (On-site visit not required):** [Procedures](#) | [School Progress Report Template](#)