Single Plan for Student Achievement (SPSA)
2018-2019

School name: El Toro Health Science Academy		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 Home and School Club**

Plan Summary:

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

El Toro Elementary was named after a local geographical feature of the area, the 1,403 foot El Toro mountain to the west. The mountain is an important part of Morgan Hill's history; the well-known pioneer settler Martin Murphy, Sr. came to live near this mountain in 1844 and it was his granddaughter Diana who married Hiram Morgan Hill. El Toro Elementary School was formally opened in 1990 in portables, with Kindergarten through Third Grade classes. The school buildings were completed for the 1993-1994 school year and all classes were moved out of the portables. Today, El Toro Health Science Academy has a full Transitional Kindergarten through Fifth Grade program.

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El Toro HSA has served students in the Morgan Hill Unified School District since 1991. The student and staff population reflect Silicon Valley's economic and ethnic diversity, including physical and social complexities. El Toro HSA encourages a family environment of supporting students with in grades TK-Fifth Grade and special learning challenges for the Preschool ages. The school climate fosters awareness, acceptance and a growth-mindset, which help all students, staff and families grow in character. No matter the age, El Toro students are challenged to display their personal best in pursuit of lifelong goals, dreams and aspirations from their academic successes.

At El Toro Health Science Academy, we believe that a nurturing and supportive environment is key to meeting the needs of our students. Our school is a learning community of students, staff, parents and professional educators who share the belief that all children can learn, have can do attitude and find joy in the discovery of knowledge. This is the inaugural year of our Health Science focus implementation. We are a child-centered school, committed to preparing our diverse student population with a technology integrated quality education with a focus on developing critical analytical skills in the Health Science focus and providing students the support necessary to maximize their potential so that they become lifelong learners and positive contributors to our global society.

We believe in maintaining a strong partnership between parents, students, and teachers to ensure that all students develop the academic and social skills needed to achieve the high expectations set for them.

Our school community has an enrollment of 364 students for students grades K-5 according to the California School Dashboard. 45.1% of our students are socioeconomically disadvantaged, 18.7% of our students are English Language Learners and 0.5% of our students are Foster Youth.

EL TORO HEALTH SCIENCE ACADEMY
VISION

El Toro Health Science Academy students receive an excellent education and are empowered to succeed in school. Our students are prepared to achieve in our diverse, global society and make meaningful contributions in their community. Students are critical thinkers and problem solvers who thrive in the challenges of the 21st Century.

MISSION

El Toro Health Science Academy's central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential. We model and nurture civility, respect, compassion, personal responsibility, curiosity and integrity in an environment of diversity, equity, and service.

We, the El Toro Health Science Academy staff, hold these beliefs for our students:
- Students should always be respectful and learn best in a safe, engaging, caring and supportive environment.
- Powerful learning takes place when students connect life experiences with learning.
- Students need clear and high expectations with multiple pathways in which to learn.
- Strong positive communication builds bridges.
- An important component for student success is the partnership between students, parents, teachers, and the community.
- Learning is a lifelong process.

We are consistently working to maintain a positive learning environment and grow student achievement using researched based and results driven best practices to deliver high quality instruction/assessment in math and reading. We are staying focused on providing lessons to meet the diverse needs of our children and learning the best ways to teach children as a learning community. Our school focuses on the three factors of high achieving schools: direct explicit

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instruction, the response principle, and a multi-source curriculum. We believe children need to talk about their learning both during direct instruction, hands-on activities, and in small group instruction. El Toro is a very unique school in that our school culture represents a kind, caring and collaborative environment. This is directly modeled by our teaching staff to students, parents and community as a whole. We value the importance of a calm, controlled and engaging learning environment that promotes students' thinking rather than memorization without meaning. Our school maintains one of the highest positive attendance rates in the school district.

Our After-School program, *The Stampede,* supports reading, math, and homework intervention two days a week using, computer-assisted instruction and small group instruction from teachers. Students participate in an hour long academic setting at their grade level receiving support from site teachers. Then, the second hour, students are able to choose from a menu of activities ranging from sports, art, drama, computer coding, spanish, gardening and more.

- Our 5th grade students attend a 4 day Science Camp and we have an annual school play performed by our thespians from the drama club.
- Our school-wide intervention practices include TK thru 5th grades and multiage reading and math support.
- Our Home and School Club has been very active in fundraising and organizing community events.

Our school continues to strive to increase our student attendance rate, which reflects our belief in students being present as a core contributor to student success.

The core curriculum is differentiated and based on the California Common Core State Standards, which provide our students rigorous academic learning expectations. Services are an integral part of the school day and may be augmented by a pullout program for special activities outside the classroom, after-school enrichment, or independent study projects.

We have one part-time Resource Specialist Program (RSP) teacher and one assistant who work with our special education students. We have a speech therapist two days a week and a psychologist two days a week. Resource students stay in the regular classroom as much as possible, but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom, they receive accommodations according to their Individualized Education Programs (IEPs). Examples include more time to take tests, sitting close to the teacher, or altered homework. Our resource students have mild to moderate learning differences. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary. We also have a preschool speech program.

Our teachers deliver instruction to our English learners with a focus on addressing language development and acquisition through an ELD period and core content instruction. Designated teachers teach English Language Development (ELD) intensively during 1 instructional period (45 minutes) to English Learners based on individual CELDT levels. All of our English learners are in regular classrooms and we provide differentiated instruction to their level of comprehension. All of our teachers attend seminars that address ways to present subject matter to English learners, and we plan further training and professional development in instructing the ELD standards. Many of our English learner students have intervention opportunities via computer based programming to supplement the daily primary instruction. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC). We depend on the ELAC to help improve and expand our ELD program as our English learner population continues to grow.

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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 LCAP 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

El Toro Health Science Academy will…
1. Continue to gain knowledge about Multi-Tiered System of Supports (MTSS) as El Toro Health Science Academy strives to support all students at all levels of knowledge and understanding.
2. Utilize professional development opportunities at the district and site level to ensure systematic and high quality instruction in every classroom on campus.
3. Continue to adapt and implement systematic interventions to ensure that all El Toro students are successful.
4. Create clear and concise behavioral expectations through our sustained work with PBIS and formal training this school year.
5. Expand our consistent classroom policies focusing on creating inclusive environments through the use of flexible seating.
6. Host various parent orientation/education opportunities such as Back to School Night and Open House and maintain good parent attendance at advisory council meetings including Home & School Club, School Site Council, and ELAC.
7. Develop a sustainable plan with Home and School Club regarding the number of fundraisers and events requiring parent volunteers.
8. Continue to enrich/enhance our expanded learning opportunities for all students.

El Toro Health Science Academy goals are as follows:

Reading - In alignment with the LCAP assessment calendar, students will increase their reading proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2018.

ELD - By June 2018, 15% of all ELL students in grades 2-5 will reclassify as Fluent Proficient meeting the district criteria for Redesignated Fluent English Proficient.

Mathematics - In alignment with the LCAP assessment calendar. students will increase their math proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2018.

Professional Development - Through the implementation of Common Core State Standards, all teachers will continue with ongoing training in Common Core for Reading, Math, NGSS, GLAD, Guided Reading, and Writer's Workshop. Teachers will continue to define and implement best practices of instruction to show a rate of gain as measured by student work samples, classroom observations, and weekly collaboration. By June

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2018, all teachers will continue training in Common Core ELA, ELD, Math, Science, and with an emphasis on writing as measured by weekly PLC meetings, district and county training, and curriculum experts at the school level.

School Climate - By June 2018, El Toro Health Science Academy will create a positive learning environment for the entire school community as measured by sustained enrollment, positive attendance rate of at least 97%, California Healthy Kids survey results, and a reduction of recidivism rate for disciplinary actions.

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.

Greatest Progress:

El Toro Health Science Academy shown the highest progress in English Learner progress. El Toro HSA is approaching standards in Mathematics and in English Language Arts.

English Learner Progress from the State Dashboard. Status is High with continuing high growth:

	Student Performance	Number of Students	Status	Change
English Learner		74	High 81.1%	Increased +6.8%

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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?

El Toro HSA data is moving in a positive direction, and El Toro HSA teachers and staff remain committed to reaching standard for all subgroups. We have work to do in both Language Arts and Mathematics. In Mathematics, El Toro is in the low range in all student groups except for white students which are in the medium range. However, the white group did decline significantly 44.3 points. The Language Arts data reflects that all student groups are in the low range with an overall change declining 10.1 points.

Student Groups in Red ● Socioeconomically Disadvantaged ● Students with Disabilities ● Latino/Hispanic Students	Metrics in Red status: Low SES: Suspension SWD: Suspension Latino: Suspension
Student Groups in Orange ● Overall ● English Learners ● White Students ● Latino/Hispanic ● Socioeconomically Disadvantaged	Metrics in Orange Status All Students: Suspension, English Language Arts, Mathematics EL: Suspension, English Language Arts, Mathematics White: Suspension, English Language Arts, Latino/Hispanic: English Language Arts, Mathematics Low SES: Mathematics

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?

El Toro has no performance gaps as defined by the California State Accountability Dashboard. That said, El Toro HSA needs to address overall student growth towards meeting standards in all areas for all students. Large declines in English Language Arts are suspect given poor reliability issues with the 2017 growth measures being returned by CAASPP and multiple measures using MAP and Fountas and Pinnell indicate that students are growing across the board. Specific focus areas for added support as suggested by benchmark data will be grade 4 mathematics and grade 3 reading.

El Toro HSA will continue to address high student achievement through professional development for the teachers and through data analysis throughout the year during collaboration meeting on key language arts and mathematics standards. El Toro HSA staff will maintain positive growth values for all student groups and reduce gaps between low performing target groups and the All Student group with a goal of greater than 10% per year.

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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.

El Toro HSA staff and site plans have focused deeply on helping all students become fluent readers and writers. English learners and students of poverty often struggle in reading due to less academic language acquisition and an experience gap that inhibits language acquisition. By supporting struggling readers and promoting early literacy, El Toro HSA students show significant progress toward language fluency which allows them full access to the rich curricular content of their education.

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 through the site Distributed Leadership Team (DLT) and approval by the School Site Council at the monthly meetings. This occurred over several meetings in Spring 2017. Other stakeholders with input were our ELAC organization, grade level teams, student organizations, and public safety personnel. 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.

School Calendar

District Calendar

Home and School Club Newsletter

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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)

Analysis of Current Educational Practice

School maintains the focus of the three factors of high achieving schools: 1. Direct Explicit Instruction, 2. Multi-source Curriculum, 3. Response Principle.

Through a multi-tiered system of supports (MTSS), the school maintains its effort to meet the individual needs of students, both academically and behaviorally. The school maintains its effort to analyze multiple forms of assessment to guide instruction and program development.

Use of State and Local assessments to modify instruction and improve student achievement (ESEA):

The Morgan Hill Unified School District uses a variety of assessment tools to assist teachers in modifying and improving individual student achievement. Results of the California Standards Tests - Smarter Balanced Assessments for English Language Arts (ELA) and Mathematics for grades 3-5 and Science for grade 5, student work samples, journals, formative and summative assessments are analyzed to determine gaps and necessary program adjustments to improve instructional delivery, Fountas and Pinnell assessments, NWEA MAP assessments, ESGI assessments, curriculum embedded assessments for our district adopted texts, teacher made assessments, ELPAC, benchmark tests are analyzed by teachers and used to modify instruction to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Analysis of Summative data from the individual Smarter Balanced Assessments and the ELPAC reports.

Review of student performance on the District Benchmark assessments.

Status of meeting requirements for highly qualified staff (ESEA):

This has been verified by the Human Resources Department of the MHUSD.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed all components of this training.

Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials)(EPC):

District provides a comprehensive calendar with professional development opportunities that reinforce the effective delivery of core curriculum, GLAD strategies, analysis of data and the use of data for instructional planning and GATE support. All staff are currently going through Common Core Training.

Alignment of staff development to content standards, assessed student performance, and professional needs(ESEA):

All staff are currently going through ELD training, Common Core training, and Math Common Core training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches (EPC):

All teachers benefitted from ongoing support from GLAD coaches. All staff are currently going through ELD training, Common Core training, and Math Core training.

Teacher collaboration by grade level (TK-5)(EPC):

Teachers meet each Wednesday for a weekly PLC (Professional Learning Community) Collaboration meeting with their colleagues to review common Formative assessments, share teaching practices, analyze data, plan for re-teaching and enriching, determine next instructional steps. Teachers, also, share effective use of GLAD strategies, analyze benchmark data, read professional articles, ELD planning and adjusting groups as data dictates, discuss effective use of supplemental supports (i.e., after-school programs) and calibrate on common pedagogy for common teaching language.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

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The district-adopted mathematics, language arts, science, social studies, and English Language Development texts are aligned with the state content standards. These programs, along with supplemental materials, are used consistently across the grade levels and as instruction transitions into Common Core, a multi-source curriculum will continue to support Common Core State Standards. Staff continues to research and implement best practice strategies of instruction to support student learning.

Adherence to recommended instructional minutes for reading/language arts, and mathematics (TK-5)(EPC):

The school adheres to the required minutes for ELA, Math, ELD, and PE instructional minutes. Moreover, a multidisciplinary and thematic approach are taken to include social studies and science into the core subjects or reading, writing, and ELD to increase students background knowledge.

Lesson pacing schedule (TK-5) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Through the Cycle of Inquiry process and student data, teachers define target students. Results are analyzed and in class interventions develop. Target students have instruction modified to their learning ability based on data, receive direct explicit instruction more, frequent small group in class instruction, and checking for understanding frequently, multiple small group instructions throughout the day from the classroom teacher, frequent monitoring of student work samples, and regular home to school communication. Progress reports are sent home in between reporting periods and students are also selected for after school support programs focusing on reading, math, and academic language.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Standards-based instructional materials have been acquired for all students. There is a need for more supplemental materials to meet the special needs of our ELL (English Language Learner), GATE students, and students with disabilities. Both Fiction and NonFiction leveled books are needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

NA

In the School Site Council meetings and other stakeholder meetings this year, it was determined that El Toro would not continue having a full-time Reading LLI Teacher on Special Assignment (TOSA) on campus for the 2017-2018 school year, but would have a 60% Reading LLI TOSA. Due to the state budget and other fiscal needs on site, El Toro plans to utilize the before and after school intervention program (The Stampede) to further support students who are struggling in English Language Arts and Mathematics.

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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:	**$179,071.90**
Total allocations for planned actions in the SPSA:	**$179,071.90**
Percentage of school site budget allocated in the SPSA:	**100 %**

Briefly describe any differences between budgeted and expended resources:

All fiscal resources have been allocated to address the goals for the district and school. Recently, $35,000 has been provided to support after-school programs. Plan to be adjusted at the start of the beginning of the 2018-19 school year.

Total LCFF supplemental funds in the SPSA	**$25,441.89**
Total Federal funds in the SPSA	**$79,455.01**
Percent unduplicated student count	**46%**

Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless).

Supplemental resources are allocated to support the goals and vision of the school which is grounded in the MTSS concept of meeting students at their current level and supporting their growth. With this equity minded distribution of educational services, all subgroups of students benefit in relation to their needs with such programs as extended day learning, support by reading specialists, and targeted interventions to assist struggling students who are identified using local benchmarks and state standardized testing. This method provides greater precision of targeting resources to students in need which of course includes students facing socioeconomic, language and lack of home support obstacles to their educations.

Total carryover funds to your site budget at the Fall first interim.	**$0.00**

Briefly describe the reason for surplus carryover or negative balances from the prior year:

There is no carry over of funds anticipated.

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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	English/Language Arts: English Learners, Low SES Mathematics: English Learners, Low SES

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

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 (**Dashboard**)
ELA status/change
--All student
   Grade 3
   Grade 4
   Grade 5
--Low SES
   Grade 3
   Grade 4
   Grade 5
--SWD
   Grade 3
   Grade 4
   Grade 5
--EL
   Grade 3
   Grade 4
   Grade 5
Math status/change
--All student
   Grade 3
	CAASPP (**Dashboard**)
	ELA status/change
	--All student
	   Grade 3 (2411.1/status only)
	   Grade 4 (2438.9/15.0)
	   Grade 5 (2455.6/19.0)
	--Low SES
	   Grade 3 (2393/status)
	   Grade 4 (2365.5/-4.50)
	   Grade 5 (2442.3/22.90)
	--SWD--no score due to small n
	   Grade 3 (NA)
	   Grade 4 (NA)
	   Grade 5 (NA)
	--EL--no score due to small n
	   Grade 3 (NA)
	   Grade 4(NA)
	   Grade 5 (NA)
	Math status/change
	--All student
	   Grade 3 (2414.3/status)
		Maintain positive growth values for all student groups and grades 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.

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Grade 4
Grade 5
--Low SES
  Grade 3
  Grade 4
  Grade 5
--SWD
  Grade 3
  Grade 4
  Grade 5
--EL
  Grade 3
  Grade 4
  Grade 5
Science status/change
Grade 5 only
--All student
--Low SES
--SWD
--EL
	Grade 4 (2454.9/7.10)
	Grade 5 (2456.1/-64.0)
	--Low SES
	  Grade 3 (2396.1/status)
	  Grade 4 (2414/5.70)
	  Grade 5 (2437.9/-6.30)
	--SWD
	  Grade 3 (NA)
	  Grade 4 (NA)
	  Grade 5 (NA)
	--EL
	  Grade 3 (NA)
	  Grade 4 (NA)
	  Grade 5 (NA)
	Science status/change
	Grade 5 only: no score new test
	--All student (NA)
	--Low SES (NA)
	--SWD (NA)
	--EL (NA)			

NWEA MAP Assessment **Fall to Winter** Growth: **ELA** --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 **Math** --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 **Science** --Grade 2 --Grade 3 --Grade 4 --Grade 5	**NWEA MAP** **Fall to Winter** School Growth: **ELA** School National --Grade K --Grade 1 --Grade 2 no scores --Grade 3 4.4 5.3 --Grade 4 4.2 3.9 --Grade 5 4.1 3.0 **Math** --Grade K --Grade 1 --Grade 2 no scores --Grade 3 7.6 5.6 --Grade 4 1.9 4.7 --Grade 5 6.1 4.1 **Science** --Grade 2 --Grade 3 --Grade 4 --Grade 5 NA	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

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Dashboard Academic Indicator Groups in Red/Orange:	**Dashboard Academic Indicator** ELA Red = none Orange = SED, EL Math Red = none Orange = SED, EL	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group
Biliteracy --EL Progress --EL status & change --EL Reclass Rate	**Biliteracy** --EL Progress: **Green** --status & change: **High 81% / +6.8%** --Reclass Rate: **25.5%**	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories
Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	Fountas & Pinnell by grade --Avg K Fall: B --Avg K Mar: C --At level Mar: 53.8% --Avg 1 Fall: E --Avg 1 Mar: G --At level Mar: 69.6% --Avg 2 Fall: K --Avg 2 Mar: L --At level Mar: 73.1% --Avg 3 Fall: N --Avg 3 Mar: O --At level Mar: 58% --Avg 4 Fall: Q --Avg 4 Mar: R --At level Mar: 40% --Avg 5 Fall: T --Avg 5 Mar: U --At level Mar: 51%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age.	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age
Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	**Special Education** non SLP --# Referrals: 53 --# Qualified: 11 --# Exited: 0 --% Non EL: 82 --% EL: 18	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion

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Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic --MTSS Social Emotional --PLC	Implementation Status: *Scores on 5 point rubric survey* --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science: 1.88 --MTSS Academic: 3.1 --MTSS SEL : 2.8 --PLC: 3.2	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
MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island	Usage Monitoring --Extended Day: 82 --LLI: 52 --Lexia: 381 --Study Island: 228	Increase usage by ⅓ compared to overall need during each year of 3 year plan.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.
Other Site Specific metrics: *ie: awards, focus academy related, site specific interventions or enrichment programs etc.*				

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GOAL 1   ACTION 1: Aligned to District LCAP | **MTSS Description:**   Tier 1 Staff

Students served: X 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. Release Time for Grade level collaboration
2. Hire extra supervisory help to support TK students
3. Extra Duty Stipends for school wide programs (i.e., SST coordinator, Safety Patrol, Tech Coordinator, ASB)

Implementation status and actual actions completed to date:

1. Each grade level team released for instructional rounds and planning in 2017-18. In 2018-19, the grade level teams will have 1 release day each trimester to focus on ELA/ELD and Math collaboration.
2. We hired one hour of additional supervisory help to support TK students this year and it was extremely helpful.
3. Stipends allocated for programs

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. Ongoing action. Release time is needed to support assessment.

Allocation(s)	1. $14,930 2. $5594.42 3. $2091.03	**Return to Budget Summary**
Source(s)	1. **Unrestricted Lottery** 2. **Title 1** 3. **LCFF**	
Budget code(s)	1.	
Anticipated changes for following year	1. **Maintenance of effort.**	

2018-19 Single Plan for Student Achievement (SPSA): El Toro Health Science Academy, Morgan Hill Unified School District

GOAL 1   ACTION 2: Aligned to District LCAP

MTSS Description:	Tier 2-3 Staffing

Students served: X 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. Reading Intervention Specialist - LLI

Implementation status and actual actions completed to date:
1. Completed, teacher hired

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. No change anticipated

Allocation(s)	1. $31,760.59 2. $17,710.86 3. $28,575.00	**Return to Budget Summary**
Source(s)	1. Title 1 2. LCFF 3. Live Oak Foundation Grant Fund	
Budget code(s)	1. 1000>3000	
Anticipated changes for following year	1. Maintenance of Title 1 funds and LCFF, but Live Oak Grant is a one time grant.	

2018-19 Single Plan for Student Achievement (SPSA): El Toro Health Science Academy, Morgan Hill Unified School District

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GOAL 1   ACTION 3: Aligned to District LCAP | **MTSS Description:**   Tier 1-3 Prof. Development

Students served: X 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.
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. Provide site level professional development

Implementation status and actual actions completed to date:
1. Leadership team meets monthly to discuss and plan Professional Development for the site.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. None at this time

Allocation(s)	1. $2640 2. $4620 3. $17,500	**Return to Budget Summary**
Source(s)	1. LCFF 2. Unrestricted Lottery 3. Title 1	
Budget code(s)	1.	
Anticipated	1. Maintenance of effort.	

2018-19 Single Plan for Student Achievement (SPSA): El Toro Health Science Academy, Morgan Hill Unified School District

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changes for following year	

2018-19 Single Plan for Student Achievement (SPSA):   El Toro Health Science Academy, Morgan Hill Unified School District

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GOAL 1   ACTION 4: Aligned to District LCAP   **MTSS Description:** Tier 1 Educational Programs

Students served: X 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. Focus academy related materials.

Implementation status and actual actions completed to date:
1. Purchase instructional supplies for Health Science Academy

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1.

Allocation(s)	1. $3000 **Return to Budget Summary**
	2. $6800
	3. $7000
Source(s)	1. LCFF
	2. Unrestricted Lottery
	3. Title 1
Budget code(s)	1.
Anticipated changes for following year	1. Maintenance of Effort

2018-19 Single Plan for Student Achievement (SPSA): El Toro Health Science Academy, Morgan Hill Unified School District

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GOAL 1   ACTION 5: Aligned to District LCAP

| | **MTSS Description:** Tier 2-3 Instructional Supports |

Students served: X 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. Reading level books and other supplies needed

Implementation status and actual actions completed to date:
1. LLI intervention room in place and active

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. None

Allocation(s)	1. $10,000	Return to Budget Summary
Source(s)	1. Title 1	
Budget code(s)	1.	
Anticipated changes for following year	1. Maintenance of Effort	

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GOAL 1   ACTION 6: Aligned to District LCAP: **MTSS Description:** SPSA Related Actions

Students served: X 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. **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**

Implementation status and actual actions completed to date:
1. **Instructional Rounds, Project Based Learning protocols**

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. **None**

Allocation(s)	1. **$6600** **Return to Budget Summary**
Source(s)	1. **Title 1**
Budget code(s)	1.
Anticipated changes for following year	1. **Maintenance of Effort**

2018-19 Single Plan for Student Achievement (SPSA): El Toro Health Science Academy, Morgan Hill Unified School District

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GOAL 1   ACTION 7: Aligned to District LCAP

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

Students served: X 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. Maintenance contracts for office equipment, communication, and translation

Implementation status and actual actions completed to date:
1. Maintain routine repairs and consistency of communication

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. None

Allocation(s)	1. $6050	Return to Budget Summary
Source(s)	1. Unrestricted Lottery	
Budget code(s)	1.	
Anticipated changes for following year	1. Maintenance of effort.	

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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	There is a need to continue to engage parents as partners in the education of students.

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	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	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	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	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	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	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: **27**	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Total Raised/allocated: $50K	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: **89%**	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: **93%**	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: **38.9%**	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education program completers	**Parent Education** program completers : **7**	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.

2018-19 Single Plan for Student Achievement (SPSA):   El Toro Health Science Academy, Morgan Hill Unified School District

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Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys		
Our school encourages parent participation in decision making:	4.05	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:	4.26	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	4.05	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	4.42	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	4.16	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:	4.11	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:	3.84	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:	4.05	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	4.16	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	4.11	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	3.84	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

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Our school has a high variety of extended programs available.	**3.84**	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:	**4.26**	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:	**4.11**	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.	TK/K Parent Information Nights Back to School Night Ice Cream Socials Teacher Parent Conferences Movie Nights Awards Assemblies TK/K Parent Tours Project Cornerstone Meet the Masters Art Program Annual Bull Run Annual Family Fun Fest Open House Night Music Concerts			

2018-19 Single Plan for Student Achievement (SPSA): El Toro Health Science Academy, Morgan Hill Unified School District

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GOAL 2   ACTION 1--Aligned to District LCAP

MTSS Description: Tier 1 Parent Engagement

Students served: X 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. **Local parent trainings for school related activities (i.e., field trips, science camp, art parent, Project Cornerstone, Meet the Masters Art program, etc.)**

Implementation status and actual actions completed to date:
1. **Parent trainings and volunteer opportunities**

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. **None**

Allocation(s)	1. $1000 **Return to Budget Summary**
Source(s)	1. **Title 1**
Budget code(s)	
Anticipated changes for following year	1. **Maintenance of effort**

2018-19 Single Plan for Student Achievement (SPSA):   El Toro Health Science Academy, Morgan Hill Unified School District

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GOAL 2 ACTION 2--Aligned to District LCAP	**MTSS Description:** Tier 2-3 Parent Engagement

Students served: X 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. Parent education classes to support families with school related topics (i.e., Project to Inspire)

Implementation status and actual actions completed to date:
1. Level 1 classes occurred last year and parents expressed interest in continuing to level 2 for Project to Inspire.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. None

Allocation(s)	1. $1000 **Return to Budget Summary**
Source(s)	1. Unrestricted Lottery
Budget code(s)	1.
Anticipated changes for following year	1. Timing of year to start and end classes to maximize parent attendance.

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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	**Chronic Absenteeism Rate: 10.0%**

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: 94.99%**	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: 10% SWD 7.3% SED 12.4% Foster *** Homeless 9.4% EL 9.7% White 5.3% Latino 12.3%	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 --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: 73 --# Second Notice: 37 --# Third Notice: 12 --# Conferences: 12 --# Hearings: 0	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

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Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: 2.6% SWD 7.3% SED 4.6% Foster **** Homeless 9.4% EL 2.8% White 2.1% Latino 3.1%	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
Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: 0 Violence/fighting: 11 Weapons: 0 Behavior/Bullying: 2	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out 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	3.4	Improve or maintain above 3.5	Improve or maintain above 3.5	Improve or maintain above 3.5
I feel safe at home	3.7	Improve or maintain above 3.5	Improve or maintain above 3.5	Improve or maintain above 3.5
I have a safe staff connection to talk to.	3.7	Improve or maintain above 3.5	Improve or maintain above 3.5	Improve or maintain above 3.5
I participate in school activities	3.1	Improve or maintain above 3.5	Improve or maintain above 3.5	Improve or maintain above 3.5
I am happy at school	3.6	Improve or maintain above 3.5	Improve or maintain above 3.5	Improve or maintain above 3.5
I am proud of my school	3.6	Improve or maintain above 3.5	Improve or maintain above 3.5	Improve or maintain above 3.5
My school is an outstanding school	3.4	Improve or maintain above 3.5	Improve or maintain above 3.5	Improve or maintain above 3.5
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)			

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Teacher-student caring relationship	**3.97**	Improve or maintain above 4.2	Improve or maintain above 4.2	Improve or maintain above 4.2
Peer support for learning	**3.91**	Improve or maintain above 4.2	Improve or maintain above 4.2	Improve or maintain above 4.2
Family Support for learning	**4.29**	Improve or maintain above 4.2	Improve or maintain above 4.2	Improve or maintain above 4.2
Relevance of school work	**4.05**	Improve or maintain above 4.2	Improve or maintain above 4.2	Improve or maintain above 4.2
Positive future outlook	**4.34**	Improve or maintain above 4.2	Improve or maintain above 4.2	Improve or maintain above 4.2
Intrinsic Motivation	**3.76**	Improve or maintain above 4.2	Improve or maintain above 4.2	Improve or maintain above 4.2
Students attending Extended Day:	# Attending Ext. Day: 72	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: 32 Male: 40**	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	Year 2 PBIS Implementation - score of 4	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothes) --Group Programs	Discovery Counseling - 17 Cecilia's Closet - 11			
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.*	Lexia Leveled Out Awards Gr. K-5 AR Goals Met Award Gr. 1-5 Honor Roll Awards Gr. 4-5 Math Awards Gr. 1-3 Reading Awards Gr. 1-3 Monthly Character Award Gr. TK-5 Perfect Attendance			

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GOAL 3   ACTION 1--Aligned to District LCAP

MTSS Description: Tier 1 Student Engagement

Students served: X 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. Campus Supervision

Implementation status and actual actions completed to date:
1. Staff currently being trained in PBIS

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. None

Allocation(s)	1. $12,200	Return to Budget Summary
Source(s)	1. Unrestricted Lottery	
Budget code(s)	1.	
Anticipated changes for following year	1. Maintenance of Effort	

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GOAL 3   ACTION 2--Aligned to District LCAP | **MTSS Description:** Tier 2-3 Student Engagement

| **Students served:** | X 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. After school programs to support students focusing on Academic Intervention and Enrichment.

Implementation status and actual actions completed to date:
1. Continue after school program similar to last year

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. None

Allocation(s)	1. $35,000	Return to Budget Summary
Source(s)	1. Extended Day	
Budget code(s)	1.	
Anticipated changes for following year	1. Maintenance of Effort	

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

	Unrestricted Lottery	LCFF Supplemental	Extended Day	Federal Title 1	Live Oak Foundation
Allocated	**$45,600.00**	**$25,441.89**	**$35,000.00**	**$79,455.01**	**$28,575.00**
Budgeted*	**$45,600.00**	**$25,441.89**	**$35,000.00**	**$79,455.01**	**$28,575.00**
Spent YTD	**$0**	**$0**	**$0**	**$0**	**$0**
Encumbered	**$45,600.00**	**$25,441.89**	**$0**	**$79,455.01**	**$28,575.00**
Available	**$0**	**$0**	**$35,000.00**	**$0**	**$0**
*SPSA budget by action tracker	Unrestricted Lottery	LCFF Supplemental	Extended Day	Federal Title 1	Live Oak Foundation
[Action 1.1](#)	$14,930	$2091.03	$0	$5594.42	$0
[Action 1.2](#)	$0	$17,710.86	$0	$31,760.59	$28,575.00
[Action 1.3](#)	$4620	$2640	$0	$17,500	$0
[Action 1.4](#)	$6800	$3000	$0	$7000	$0
[Action 1.5](#)	$0	$0	$0	$10,000	$0
[Action 1.6](#)	$0	$0	$0	$6,600	$0
[Action 1.7](#)	$6050	$0	$0	$0	$0
[Action 2.1](#)	$0	$0	$0	$1000	$0
[Action 2.2](#)	$1000	$0	$0	$0	$0
[Action 3.1](#)	$12,200	$0	$0	$0	$0
[Action 3.2](#)	$0	$0	$35,000	$0	$0

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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. Melissa Scatena	Parent	melissa.a.scatena@gmail.com	5-29-18
2. Jim Pors	Grandparent	jpors11@aol.com	5-29-18
3. Kristy Davern	Parent	kristy.davern@anritsu.com	5-29-18
4. Justin Svoboda	Parent	justin_svoboda@yahoo.com	5-29-18
5. Tiffany Hawes	Parent	diva3086@aim.com	5-29-18
6. Norberto Reyes	Parent	norvy_2000@yahoo.com	5-29-18
7. Ron Carmichael	Grandparent	luv2fly02@yahoo.com	5-29-18
8. Kathy Corcoran	Teacher	corcorank@mhusd.org	5-29-18
9. Pam Hernandez	Teacher	hernandezp@mhusd.org	5-29-18
10. Maria Elena Wilde	Classified	wildem@mhusd.org	5-29-18
11. Darren McDonald	Principal	mcdonaldd@mhusd.org	5-29-18

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	7	0

2018-19 Single Plan for Student Achievement (SPSA): El Toro Health Science Academy, Morgan Hill Unified School District

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:

Darren McDonald_____   _____   May 29, 2018___
Typed name of School Principal   Signature of School Principal   Date

Jim Pors_____   _____   May 29, 2018___
Typed name of SSC Official   Signature of SSC Official   Date

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

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.

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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

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