



Single Plan for Student Achievement (SPSA) 2018-2019



School name: Jackson Academy of Math and Music		Morgan Hill Unified School District
Principal name: Patrick Buchser		Steve Betando, Superintendent
E-mail: buchserp@mhusd.org	Phone: (408) 201-6400	betandos@mhusd.org
Link to District LCAP	Link to SARC	Link To Safety Plan
Link to State Dashboard	Link to School Website	Link To WASC resource appendix

Plan Summary:

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

Jackson Academy of Math and Music: Enrollment overview: 614 students; 10.3% English Learners; 2.6% Homeless; 2.4% migrant; 10.1% Students with Disabilities; 31.8% Socioeconomically disadvantaged.

Historically At the end of the 2011—2012 school year, Jackson Elementary school was reconstituted into Jackson Academy of Math and Music K-8. Historically, the school was reconstituted as a result of PI 5 status and declining enrollment. If the school did not increase its enrollment, Jackson would have been closed and students placed in other school across the school district. Fortunately, The school district conducted a survey get the communities input to provide different options for the the community. Consequently, the results of the survey indicated a focus on Math and Music in a K-8th grade setting. In addition to reconstituting the school, The existing administration and staff were transferred out of Jackson and New administration and staff were hired. After the publication and announcement of the school's new focus on Math and Music as well as new administration and staff, existing Jackson students were given the option to transfer out of remain at Jackson. Additionally, across the school district, other students were given the opportunity to transfer into the school. Consequently, the enrollment increased by 250 students

before the 1st day of school for a total of 560 students for the 2012- 2013 school year. The following school plan reflects the Vision, Guiding principles and pedagogical / Instructional practices for Jackson Academy of Math and Music.

Vision: We believe that all students deserve an educational experience that allows them to truly be **alive** with their learning. They are actively engaged, utilizing their thinking to solve problems, to listen to others ideas, and respect one another as individuals.

Guiding Principles: Learning is collaboration between teachers, students, and parents • All students deserve a positive, respectful learning environment. • Teachers utilize multiple forms of student data to guide standards based teaching and learning. • Student engagement is evident by and directly connected to: Shared Goals, Purposeful teaching, High expectations, valuing the learning process, teacher, student, and parent accountability, Continual staff commitment to research and apply best teaching practices Instructional focus In analyzing the previous practice.

The school began its immediate transition from a previous plan of a variety of interventions and pullout programs to creating a culture of student thinking and building background knowledge in all the disciplines specifically in math and Music. We seek to empower students with thinking skills and knowledge that will lead to their success in school and prepare them for college and careers in the 21st century. As a form of effective communication, the school will also implement the District's ELD Master Plan of Systematic ELD instruction to support effective language use and proficiency. The following instructional focuses are based on the meta research of High Achieving Schools: Focus on High Quality Instruction and the 3 factors of High Achieving Schools: Direct Explicit Instruction- Metacognition. Specific lesson plan design to model the inner voice when learning and making learning transparent to students (Gradual Release of Responsibility) Leaving tracks of ones learning while they are learning and solving problems depicting the processes of thinking and learning. Multisource Curriculum– Giving students what they can and want to read at both an independent and instructional level i.e., - leveled readers, non fiction, fiction, short text, core curriculum, technology, magazines, articles, newspapers, novels, (different= equity) Response Principle- Multiple opportunities for students to respond and be responded to their learning. Talking about learning from teacher – student, student- teacher, student-student, use of journals, post-its, margin writing in text, oral and written presentations, whole class and small group discussions. Music We want to inspire students to be passionately curious about music from a wide variety of genres and cultures and to learn to use music as an outlet for their emotions and creativity. Math and music are a focus of our instructional day and we are committed in providing students a well-rounded experience in musical literacy and musical appreciation through singing , listening, movement, dance, performance, composition, research, theory, instruments, analysis, history, and musical literacy. Math We want students to have a true mathematical understanding of number sense and the ability to purposefully make connections to math and real life application. We want to provide students the influence to think mathematically with real world relevancy and provide many strategies for students to make meaning of correct answers rather than just doing math. Research The school vision and practices are based on the meta research from the leading experts in education: Robert Marzano, Richard Allington, Stephanie Harvey, Debbie Miller, Ellin Oliver Keen, Kate Kinsella, David Pearson, Susana Dutro, Doug Reeves, Mari Clay, Mike Schmoker, Phil Gonsalves, Jim Collins, Ed Lou Javius, Peter Johnston, Adrienne Gear, Marilyn Burnes, Lucy Calkins, Richard Dufour, Gordon Shaw, Marcia Brechtel, Kathy Collins. The transition into the College and Career Common Core State standards for ELA / Math are occurring respectively for the 2013-14 and 2014-15 school Year. Each year thereafter, the staff undergo training to continue best practice instruction.

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

The SPSA represents our schools allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's 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, Staff, SSC, ELAC, 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

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 vigorous 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

The School's 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 grade 2-8 will reclassify as Fluent Proficient meeting the district criteria for Redesignated Fluent English Proficient.

Math - 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 Standards, all teachers will continue with ongoing training in Common Core for Reading, Math, NGSS Science, GLAD, Reading and Writing 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 2018, all teachers will continue training in Common Core ELA, ELD, Science, and with an emphasis on mathematics as measured by weekly PLC meetings, district and county training, and curriculum experts at the school level.

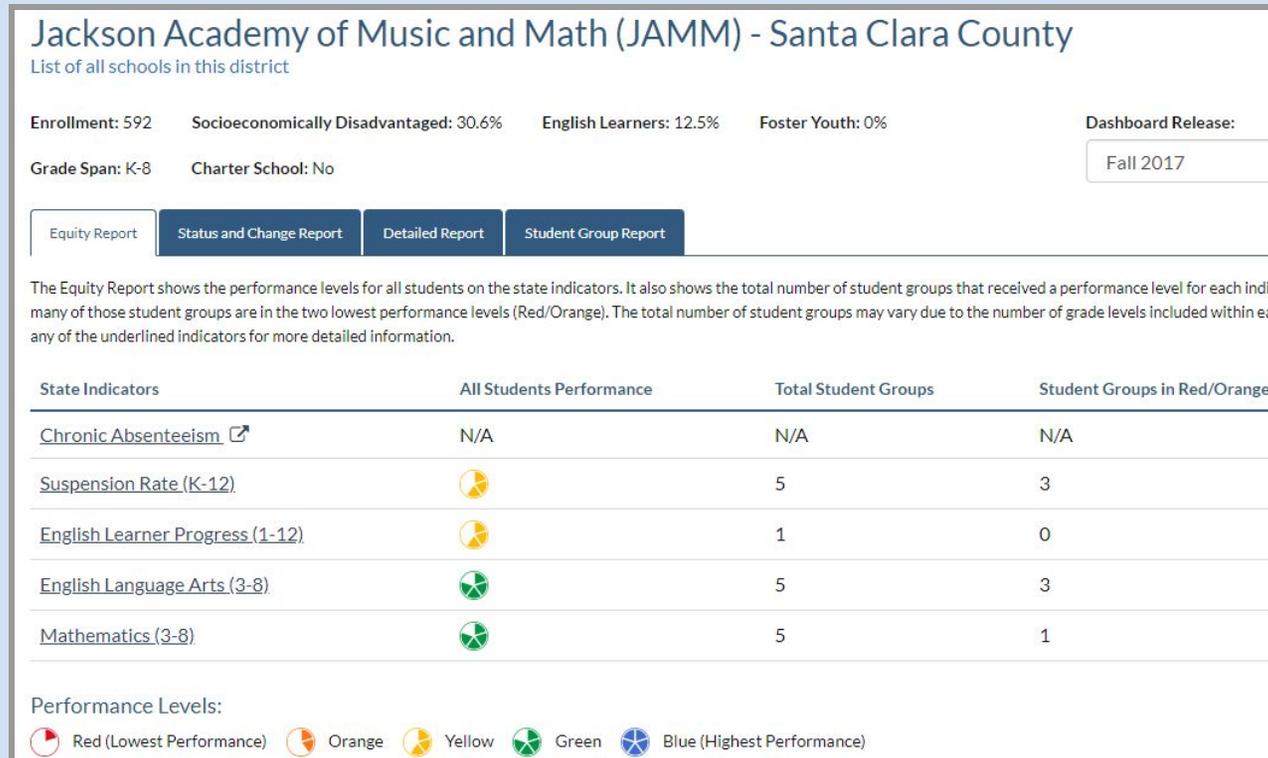
School Climate- By June 2018 Jackson Academy will create a positive learning environment for the entire educational community as measured by sustained enrollment, positive attendance rate of at least 97%, California Healthy Kids survey results (increased school connectivity),and a reduction of recidivism 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

- 100% of all students have increased in reading level as measured by Running Records in grades K-6
- ELA scores in grades 3-8 on CAASPP
- 28% Annual Reclassification rate as fluent in English for English Language Learners
- Sustained and Increased Enrollment since 2012 (currently 614 students)
- Every Child in the school K-8 Plays an Instrument



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?

Student Groups in Red on Dashboard	No Student groups in Red
Student Groups in Orange on Dashboard	Suspension: English Learners, Hispanic/Latino, and White students English Language Arts: English Learners, Low SES and Hispanic/Latino Mathematics: Students with Disabilities

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?

Metric and All Student Performance	Groups two or more below all student performance
Suspension	No Gaps
English Language Arts: Green	English Learners, Low SES, and Hispanic/Latino
Mathematics: Green	Students with Disabilities
Chronic Absenteeism (New Metric, no performance level)	Hispanic/Latino rate: 13.4% White rate: 8.6%

Jackson Academy is continuing its emphasis on high academic performance through data analysis and collaborative practices. We are continuing to go deeper in the implementation of new state academic standards. We will be expanding our attendance intervention focus from truancy to include chronic absenteeism.

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 (LCFF Base):

Specially Designed Academic Instruction in English (SDAIE) and Cross cultural, Language, and Academic Development (CLAD) strategies, small group instruction assist underperforming students in achieving standards success. All teachers incorporate a minimum of 30 minutes of English Language Development (ELD) instruction each day for English Language (EL) learners according to their English Language Proficiency Assessment California (ELPAC) level. 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- i.e., double guided reading, multiple small group instructions throughout the day from the classroom teacher, frequent monitoring of student work samples, and regular home school communication. After-school supplemental learning programs are available for students.

Services provided by categorical funds that enable underperforming students to meet standards (LCFF Supplemental, Federal Title ESSA):

Services provided by categorical funding include: Music instruction, supplemental materials in math and music, instructional assistant to support the general education teacher in primary grades, a multi source curriculum, Professional development for Direct explicit instruction in reading and math, theme related field trips, material for hands on math activities, after school programs, Professional development training in ELD, Systematic ELD materials, teacher compensation for after school programs, supplemental instructional materials and technology tools to assist in meeting the needs of underserved students, release time for teachers (with substitute coverage) to allow for assessment review, professional development and differentiated instruction planning.



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 school leadership team, School Site Council, English Learner Advisory Council, and home and school club all participated in the development of this SPSA. Our school's philosophy of shared leadership embodies all stakeholders, and all had input regarding the development of this plan. The school site council approves the recommendation to the board of education. Each stakeholder group mentioned conduct monthly meetings. We review the progress and adjust as needed according to student's data and needs.

[School Calendar](#)

[City/ District/ School Calendar](#)

[Home and School Club Weekly Update](#)

[Home and School Club Weekly newsletter](#)

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 support (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 Balance Assessments for English Language Arts (ELA) and Mathematics for grades 3-8 and Science for Grade 5 and 8, 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, curriculum embedded assessments for our district adopted texts, teacher made tests, CELDT, 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 Balance Assessments and the ELPAC reports
Review of student performance on the District Benchmark Assessments,

Consideration of the Running Record Reading assessment, benchmark tests, student work samples, journals, discussions, curriculum embedded assessments, and teacher created interim assessments.

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

This has been verified by the Human Resources Division 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 fully.

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 Systematic ELD Training and Common Core Training.

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

All staff are currently going through Systematic ELD Training, and 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 benefited from ongoing support from GLAD Coaches . All staff are currently going through Systematic ELD Training, and Common Core Training, and Math Common Core Training

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teacher 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 the 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. afterschool programs, and calibrate on common pedagogy for common teaching language.

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

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 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 (K-8) (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 of reading, writing, and ELD to increase students background knowledge.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Through the Cycle of Inquiry process, teachers define target students and through student data. 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- i.e., double guided reading, multiple small group instructions throughout the day from the classroom teacher, frequent monitoring of student work samples, and regular home 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):

N/A



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:	\$ 168,398.00
Total allocations for planned actions in the SPSA:	\$ 168,398.00
Percentage of school site budget allocated in the SPSA:	100 %
<i>Briefly describe any differences between budgeted and expended resources: 79% of all fiscal resources have been allocated to address the goals for the district and school. Recently \$ 35,000 has been given to support afterschool programs. Plan to be adjusted at the start of the 2018-19 school year.</i>	
Total LCFF supplemental funds in the SPSA	\$ 27,183.00
Total Federal funds in the SPSA	\$ 0.00
Percent unduplicated student count	33.06 %
<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: All fiscal resources are allocated to support the goals and vision of the school. Through an equitable distribution of educational services, all subgroups of students benefit from fiscal resources allocated in direct alignment with the district and school goals.</i>	
Total carryover funds to your site budget at the Fall first interim.	\$ 0.00
<i>Briefly describe the reason for surplus carryover or negative balances from the prior year: There is no anticipated carryover of funds.</i>	

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

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

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ K-8 schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
CAASPP (Dashboard) ELA status/change --All student Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 --Low SES Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 --SWD Grade 3 Grade 4 Grade 5 Grade 6 Grade 7	CAASPP (Dashboard) ELA status/change --All student: 19.7pts above/ +2.9 Grade 3: 2429 Grade 4: 2486 Grade 5: 2514 Grade 6: 2557 Grade 7: 2573 Grade 8: 2610 --Low SES: 28.7pts below/ -2.6 Grade 3: 2380 Grade 4: 2438 Grade 5: 2456 Grade 6: 2482 Grade 7: 2547 Grade 8: 2555 --SWD: 54.6pts below/ +11.8 Grade 3: No Score small n Grade 4 Grade 5 Grade 6 Grade 7	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.

Grade 8 --EL Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Math status/change --All student Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 --Low SES Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 --SWD Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 --EL Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Science status/change --All student Grade 5 Grade 8 --Low SES Grade 5 Grade 8 --SWD Grade 5	Grade 8 --EL: 33.8pts below/ -3.5 Grade 3: 2352 Grade 4: 2441 Grade 5: 2456 Grade 6: 2525 Grade 7: 2520 Grade 8: 2591 Math status/change --All student: 1pts below /+7.4 Grade 3: 2433 Grade 4: 2499 Grade 5: 2519 Grade 6: 2554: Grade 7: 2547 Grade 8: 2582 --Low SES:46.5pts below /+10.7 Grade 3: 2398 Grade 4: 2456 Grade 5: 2469 Grade 6: 2482 Grade 7: 2520 Grade 8: 2531 --SWD: 78.9 pts below /+10.7 Grade 3 no score small n Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 --EL: 52.8 bpts below /+9.9 Grade 3: 2358 Grade 4: 2459 Grade 5: 2470 Grade 6: 2521 Grade 7: 2497 Grade 8: 2569 Science status/change --All student no score pilot yr. Grade 5 Grade 8 --Low SES Grade 5 Grade 8 --SWD Grade 5			
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Grade 8 --EL Grade 5 Grade 8	Grade 8 --EL Grade 5 Grade 8			
Dashboard Academic Indicator Groups in Red/Orange:	Dashboard Academic Indicator <u>ELA</u> Red = none Orange = SED, ELL, Hispanic <u>Math</u> Red = none Orange = SWD	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
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 Mar --% 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: --Avg K Mar: 0.5 --At level Mar: 92% --Avg 1 Fall: --Avg 1 Mar: 1.3 --At level Mar: 78% --Avg 2 Fall: --Avg 2 Mar: 2.6 --At level Mar: 57% --Avg 3 Fall: --Avg 3 Mar: 3.1 --At level Mar: 73% --Avg 4 Fall: --Avg 4 Mar: 4.5 --At level Mar: 69% --Avg 5 Fall: --Avg 5 Mar: 5.2 --At level Mar: 55%	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
NWEA MAP Fall to Winter Growth: Compared to Nat. Growth ELA --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6	NWEA MAP Fall to Winter School Growth: Compared to National Growth ELA School National --Grade 2 did not test --Grade 3 10.7 5.2 --Grade 4 2.8 3.8 --Grade 5 5.6 2.9 --Grade 6 2.3 2.3	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

--Grade 7 --Grade 8 Math --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8 Science- optional --Grade K --Grade 1 --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8	--Grade 7 2.4 1.8 --Grade 8 0.8 1.3 Math --Grade 2 did not test --Grade 3 11.1 5.6 --Grade 4 3.0 4.9 --Grade 5 5.3 4.3 --Grade 6 3.2 3.2 --Grade 7 2.4 2.7 --Grade 8 2.6 1.9 Science no scores --Grade K --Grade 1 --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8			
PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation : 100% --Met ERW benchmark: 45% --Met Math benchmark: 30% --Met both benchmarks: 22%	Increase CCR (meeting both benchmarks) score 3 %	Increase CCR score 3 %	Increase CCR score 3 %
Biliteracy --EL Progress --EL status & change --EL Reclass Rate	Biliteracy --EL Progress: Yellow --status & change: High 80% / -6.9% --Reclass Rate: = 28.4%	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
Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic --MTSS Socioemotional --PLC	Implementation Status: <i>Scores on 5 point rubric survey</i> --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

<p>MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: +250 students --Read 180: --System 44: --LLI: 40 students 100% Growth rate 95% + Multiple levels --Lexia::24% use; 54% at /above --Study Island: ELA = 2,659 sessions Math = 903 sessions</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>
<p>Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:</p>	<p>Special Education non SLP --# Referrals: 22 --# Assessed: 8 --# Qualified: 6 --#DNQ: 2 --# Exited: 1 --% Non EL: --% EL:</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>
<p>Core Area Grades (Average GPA, % F's) --English --Math --Science --History</p>	<p>Core Area Grades (grades 6-8.) Avg GPA % F's --English 2.65 10% --Math 2.53 7% --Science 3.00 6% --History 2.82 10%</p>	<p>Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.</p>	<p>Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.</p>	<p>Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.</p>
<p>Other Site Specific metrics: <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc. Honor roll, science fair, history day etc.</i></p>	<p>8th grade Music Assessment Performing and identifying 4 Major Scales % performing % identifying Performing and identifying A Chromatic Scale in one octave % performing % identifying % of 8th grade entering Integrated Math #2.</p>			

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 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. Provide 0.5 FTE music teacher
2. Music instruments

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

1. Completed, teacher hired
2. Purchase Orders in process

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

1. No Change anticipated

Allocation(s)	<ol style="list-style-type: none"> 1. \$50,000 2. \$28,575
Source(s)	<ol style="list-style-type: none"> 1. LCFF, Unrestricted Lottery 2. Live Oak Foundation Grant Fund
Budget code(s)	<ol style="list-style-type: none"> 1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF .27% (\$13,500) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery .73% (\$36,500) 2. Live Oak Grant Foundation Grant Fund- Budget Number TBD.
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Maintenance of effort annually . 2. One Year Grant given in Spring 2018.

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

MTSS Description: Tier 2-3 Staffing

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

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

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

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

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

1. Hire a reading intervention teacher to provide LLI instruction to support MTSS Tier #2.

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

1. Personnel hired and attending ongoing training.

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

Allocation(s)	1. \$10,000
Source(s)	1. LCFF, Unrestricted Lottery
Budget code(s)	1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF .33% (\$3,300) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery .67% (\$6,700)
Anticipated changes for following year	1. Maintenance of effort effort .

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. Provide site level professional development.

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

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: (See [WASC appendix](#) below for narrative specifications)

Allocation(s)	1. \$10,000
Source(s)	1. LCFF, Unrestricted Lottery
Budget code(s)	1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF .33%(\$3,300) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery .67%(\$6,700)
Anticipated changes for following year	1. Maintenance of effort.

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. Purchase and maintenance of instruments, NGSS materials, Library resources, chromebooks

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

1. Annual cost of instruments

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

1. Ongoing action

Allocation(s)	1. \$10,000
Source(s)	1. LCFF, Unrestricted Lottery
Budget code(s)	1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF .33% (\$ 3,300) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery .67%(\$ 6,700)
Anticipated changes for following year	1. Maintenance of effort.

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. Purchased Level reading books.

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

1. Book room organized, leveled, and material needs assessment in progress.

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

- 1.

Allocation(s)	1. \$5,000
Source(s)	1. LCFF, Unrestricted Lottery
Budget code(s)	1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF .33% (\$1,650) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery .67%(\$3,350)
Anticipated changes	1. Maintenance of effort.

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

MTSS Description: Other SPSA Related Actions

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

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

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

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

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

4. 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: (See [WASC appendix](#) below for narrative specifications)

1. Instructional Rounds protocols, and using data to inform planning, teaching, and learning through the lens of equity.

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

- 1.

Allocation(s)	1. \$4,863
Source(s)	1. LCFF, Unrestricted Lottery
Budget code(s)	1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF .33% (\$1,604.79) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery .67% (\$3,258.21)
Anticipated changes for following year	1. Maintenance of effort.

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. Maintenance Contracts for office equipment, communication, and translation.

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

1. Maintain routine repairs and consistency of communication

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

- 1.

Allocation(s)	1. \$3,879
Source(s)	1. LCFF, Unrestricted Lottery
Budget code(s)	1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF .13% (\$529) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery .87% (\$3,350)
Anticipated changes for following year	1. Maintenance of effort.

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. We specifically need to increase parent monitoring rate as well as successful email completion rate.

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	SSC 17-18 Agendas & Min	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: 120	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised/allocated: \$150K	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone completion rate: 87%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate: 73%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring Aeries Portal: 64.9% logging in	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education program completers	Parent Education program completers	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.

	Project Cornerstone Art Program Room Parent			
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	4.13	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	4.22	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school makes parents feel like valued partners in education	4.35	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	4.13	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	4.3	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	3.61	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	3.7	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	3.96	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	3.74	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	3.35	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	4.09	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents have a high knowledge of support	3.43	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric

and extended programs				
Our school has a high variety of extended programs available.	2.78	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	4.36	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	4.17	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.	Kinder Boo Hoo Breakfast Back To School Night Ice Cream Socials Family math Night Parent Conferences Jr High Parent info Night Leaning celebrations Parent Tours Project Corner Parent lead Art Program Fall Fun Run Auction Night Parent Student Lunch days			

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. Local Parent trainings for school related activities (i.e., field trips, room parent, art parent, Project cornerstone training, sports, dances,) .

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

1. Parent trainings and volunteer opportunities.

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

- 1.

Allocation(s)	1. \$1,340
Source(s)	1. LCFF, Unrestricted Lottery
Budget code(s)	1. 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery 100% (\$1,340)
Anticipated changes for following year	1. Maintenance of effort.

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. English classes to support families with school related topics i.e., email, aries, gradebook, conferences, google classroom, positive parenting

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

1. Classes occurred in the past and parents expressed interest to continue classes.

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

- 1.

Allocation(s)	1. \$1,340
Source(s)	1. Unrestricted Lottery
Budget code(s)	1. 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery 100% (\$ 1,340)
Anticipated changes for following year	1. Timing of year to start and end classes to get most attendance.

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 Rates: 10.9%

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate:	Month 11 : 95.43%	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: 10.9% (Dashboard) Overall: 10.9% SWD 16.4% SED 14.5 Foster N/A Homeless 30% EL 15.1% White: 8.6% Latino: 13.4%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	SARB Compliance: --# First Notice: 73 --# Second Notice: 30 --# Third Notice: --# Conferences: 40 --# 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

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: Medium 1.5% / (+0.2%) SWD: High 4.1% / (-4.%) SED : Medium 2.9% / (+0.2%) Foster : *** Homeless: *** EL: Medium 2.3% / (+1.3%) White: Medium 1.7% / (+0.8%) Latino: Medium 1.3% / (+0.4%)	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
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: N/A Violence: (Injury = 0) (No injury=8) Weapons: N/A 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	3.1			
I feel safe at home	3.7			
I have a safe staff connection to talk to.	3.1			
I participate in school activities	2.6			
I am happy at school	2.8			
I am proud of my school	2.8			
My school is an outstanding school	2.6			
CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding favorably (Grade 7)			
School has very high expectations	54%			
Students have very high motivation	51%			

Been under influence at school	0%			
High level of school connectedness	26%			
High level of caring staff	36%			
Feeling very safe at school	60%			
NWEA SEL survey (K-8)	Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)			
Teacher-student caring relationship	4.04			
Peer support for learning	3.98			
Family Support for learning	4.42			
Sense of self control	4.02			
Positive future outlook	4.49			
Intrinsic Motivation	4.13			
Students attending Extended Day:	# Attending Ext. Day: 250	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: 45 Male: 93	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	next year is first year of implementation	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	#Discovery counseling referrals: 70			
Additional site specific: <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>	After school program = 70 students After school Sports = 150 students After schl Jazz Band = 15 students			

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. Increase campus supervision and implement school wide positive reward system.
2. Maintain current sports program for grades 6-8.

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

1. Staff currently being trained in PBIS.
2. Continue to screen, train, and support new coaches.

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

- 1.
- 2.

Allocation(s)	<ol style="list-style-type: none"> 1. \$ 4,202 2. \$2,860
Source(s)	<ol style="list-style-type: none"> 1. LCFF, Unrestricted Lottery, Extra Curricular
Budget code(s)	<ol style="list-style-type: none"> 1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF 0% (\$0) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery 100%(\$4,202) 2. Extra curricular budget # 100% (\$2,860)
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Maintenance of effort 2. Maintenance of effort

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

MTSS Description: Tier 2-3 Student Engagement

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

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

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

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

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

1. After school programs to support students focusing on Visual and Performing Arts, Academic Intervention, Academic Enrichment, Social Emotional Opportunities, including Materials and Required Personnel.

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

1. After school programs will be developed with the School Leadership Team for the 2018-2019 school year.

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

- 1.

Allocation(s)	1. \$ 36,340
Source(s)	1. LCFF, Unrestricted Lottery, After School Program Fund
Budget code(s)	1. 010-0000-0-xxxx-00-xxxx-xxxx-301010-005-0000 LCFF 0% (\$0) 020-1100-0-xxxx-00-1110-xxxx-042000-005-0000 Unrestricted Lottery 4%(\$1,340) After School Program Fund - Budget # TBD 96% (\$35,000)
Anticipated changes for following year	1. Maintenance of effort

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

	Unrestricted Lottery	Extra Curricular	LCFF Supplemental	Extended Daty	Live Oak Foundation
Allocated	\$74,780	\$2,860	\$27,183	\$35,000	\$28,575
Budgeted*	\$74,780	\$2,860	\$27,183	\$35,000	\$0
Spent YTD	\$0	\$0	\$0	\$0	\$0
Encumbered	\$ 74,780	\$ 2,860	\$27,183	\$0	\$14,287 (yr 2)
Available	\$0	\$0	\$0	\$35,000	\$0
Links to Action Details	Unrestricted Lottery	Extra Curricular	LCFF Supplemental	Extended Daty	Live Oak Foundation
Action 1.1	\$36,500	\$0	\$13,500	\$0	\$28,575
Action 1.2	\$6,700	\$0	\$3,300	\$0	\$0
Action 1.3	\$6,700	\$0	\$3,300	\$0	\$0
Action 1.4	\$6,700	\$0	\$3,300	\$0	\$0
Action 1.5	\$3,350	\$0	\$1,650	\$0	\$0
Action 1.6	\$3,258.21	\$0	\$1,604.79	\$0	\$0
Action 1.7	\$3,350	\$0	\$529	\$0	\$0
Action 2.1	\$1,340	\$0	\$0	\$0	\$0
Action 2.2	\$1,340	\$0	\$0	\$0	\$0
Action 3.1	\$4,202	\$2,860	\$0	\$0	\$0
Action 3.2	\$1,340	\$0	\$0	\$35,000	\$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Mike Zaborowski	Parent	zabs291@gmail.com	4-17-18
2. Brian Van Cleef	Parent	brianvancleef@hotmail.com	4-17-18
3. Mike Rodrigues	Parent	mikerodrigues@gmx.com	4-17-18
4. Cindy Wargocki	Parent	cmcm4@yahoo.com	4-17-18
5. Jen Galang	Parent	galangfamily@gmail.com	4-17-18
6. Alejandra Gomez	Parent	alejandra@alejandra.net	4-17-18
7. Lisa Maack	Teacher	maackl@mhusd.org	4-17-18
8. Linda Hackleman	Teacher	hacklemanl@mhusd.org	4-17-18
9. Noreen Miles	Classified	milesn@mhusd.org	4-17-18
10. Sharon Tran	Student		4-17-18
11. Casian Jones	Student		4-17-18
12. Patrick Buchser	Principal	buchserp@mhusd.org	4-17-18

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	6	2

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
Special Education
Gifted and Talented
Foster, homeless, disadvantaged
English Language Advisory Committee
Teachers and Classified

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:

Patrick Buchser

Typed name of School Principal

Signature of School Principal

Date

Mike Zaborowski

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](#)