



Single Plan for Student Achievement (SPSA) 2018-2019



School name: Los Paseos Elementary School		Morgan Hill Unified School District
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Link to District LCAP	Link to SARC	Link to Safety Plan
Link to State Dashboard	Link to School Website	Link To WASC resource appendix

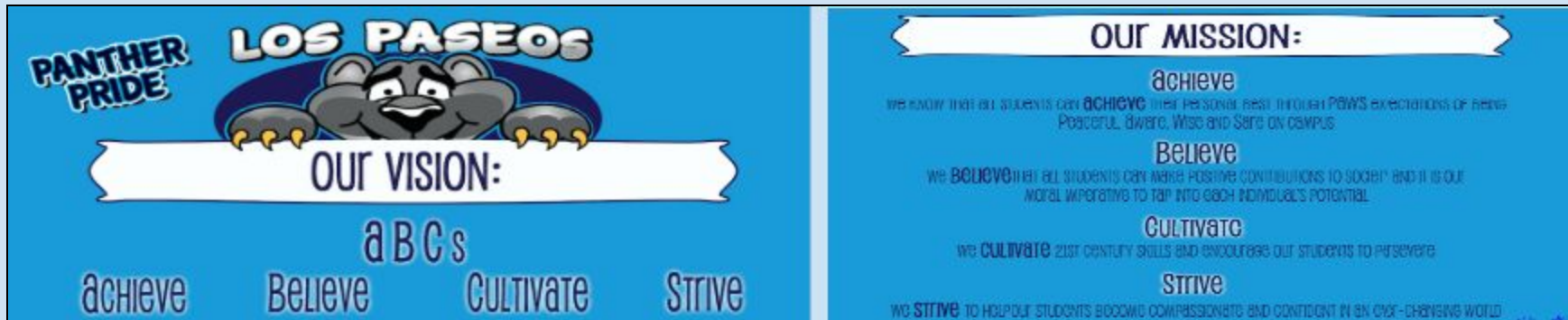
Plan Summary:

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

Los Paseos has served students in the suburban South San Jose area of the Morgan Hill Unified School District since 1975. The student and staff population reflect Silicon Valley's economic and ethnic diversity, including physical and social complexities. Los Paseos fosters an inclusive environment of supporting students with special learning and therapeutic needs in grades TK-Fifth Grade. Our campus climate facilitates awareness and acceptance, both of which help all students build character. Panther students of all ages are challenged to display their personal best in pursuit to achieve academic excellence. Campus demographics include: 17.7% English Learners, 0.4% Foster, 15.6% Homeless, 0.8% Migrant, 12.7% Students with Disabilities, and 31.1% socioeconomically disadvantaged

Los Paseos staff members work collaboratively to provide our students the best education possible based on the Common Core Standards. Staff members are proud to have added Transitional Kindergarten to our campus in the 2016-2017 school year. Providing students who meet the age criteria an opportunity to be immersed in a language-rich environment while enriching social and emotional skills will better prepare students to be successful in Kindergarten and beyond. Grade level teams work together weekly to plan instruction, enrich reading opportunities, develop lessons to increase number sense in mathematics, and differentiate instruction to best support student learning styles. Best practices include sharing student engagement strategies, Guided Language Acquisition

Design (GLAD) strategies, and teacher peer observations and mentoring. We believe that joyful and passionate teaching results in engaged learners, increasing their capacity to retain and build upon their knowledge.



Last year, Los Paseos implemented a school-wide extended day program called “ASEP” or After School Enrichment Program. Targeted students include 1st through 5th grade students who are performing either far below grade level or somewhat below grade level. The ultimate goal is to help these students overcome any academic hurdles preventing them from achieving success and meeting their grade level standards. In English Language Arts, the overview of focus skills include the following: phonics, sight words, comprehension, main ideas, predicting, fluency, summarizing, figurative language, and making inferences. In Math, the overview of focus skills include the following: math fact fluency, place value, regrouping (addition & subtraction), multiplication, division, fractions, geometry, and measurement. In writing, the area of focus includes the following: grammar, sentence structure, and paragraph writing. The ASEP team discusses goals with each grade level team to ensure that students are working towards meeting the standards currently being addressed in the classroom. In addition, the team reviews and strengthens skills that were previously taught but may not have been mastered.

Los Paseos offers a wide-range of enrichment opportunities for our students which are funded by the Home & School Club. While activities vary from year to year pending availability and funding, we strive to provide a variety of on-campus learning experiences for all students. Khoa Nguyen or “Coach”, from One Yard, is our school coach who helps to promote good sportsmanship and facilitates physical activity instruction during recesses, lunches, and individual classes weekly. He offers a variety of after school enrichments during the school year. Khoa Nguyen or “Coach”, from One Yard, is our school coach who helps to promote good sportsmanship and facilitates physical activity instruction during recesses, lunches, and individual classes weekly. He offers a variety of after school enrichments during the school year. During the 2016-2017 school year, all students attended music classes on Thursdays and there was also a dance teacher one day a week. Dance styles included swing, line, merengue, waltz, and more! Many grade levels schedule on-site science classes throughout the year, typically through Schmal Science. Our GATE club offers amazing classes that students can attend after school, including a college tour and physics day at Great America. Our 5th grade students will be attending Science Camp in December.

The Los Paseos Home and School Club also supports many of the enrichment opportunities for students and supports specific financial needs. Great effort is put forth all year to raise funds that support field trips, assemblies, and classroom supplies for our students. The Home and School Club also runs our Books and Beyond program, aimed at encouraging all students to read. Students earn points for time spent reading and have a chance to “shop” at our Books and Beyond store. Our Home and School Club also promotes community by offering movie and bingo nights as well as hosting our Walk-A-Thon and other fundraisers. Each classroom has a Home and School Club representative, or Room Parent, that works as a liaison between the parents and the Home and School Club.

Panther Pride is abundant at Los Paseos. We have monthly Friday assemblies where our school wide Positive Expectations are highlighted. These assemblies are led by the Student Council, which are comprised of 4th & 5th graders. Our safety patrol takes great pride in greeting vehicles in the car line and assisting in opening car doors every morning. Many staff members have been formally trained in Project Cornerstone which focuses on supporting and building developmental assets in children. Additionally, Los Paseos staff and students participate in Positive Behavior Intervention and Supports, which helps to provide all students strategies on helping themselves and others be upstanders on campus. Counseling and social emotional support for students and families is available through our strong partnership with Discovery Counseling. This school year, we are lucky to have three counselors working with Los Paseos students two days weekly.

Panther Rap!



We're proud panthers and we're here to say,
We're Peaceful, Aware, Wise, and Safe!

Los Paseos is our name and PAWS is our game,
Being successful learners is what we claim,

Watch us while we stand and shine today,
because we know it's the Los Paseos way!

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.

Two theories of action guide the instruction and culture of Los Paseos Elementary and the development of the SPSA. First, research clearly shows that increasing the pedagogic capacity of teachers improves learning in students. Los Paseos will continue to offer professional development throughout the year in guided reading, writers' workshop, Guided Language Acquisition Design strategies, and creating learning environments that support communication, creativity, collaboration and critical thinking. Second, teaching students in flexible small groups encourages student talk with each other and with the teacher. The collective wisdom of the group is captured and valued. Students learn that there is often more than one way to think about concepts and develop mental flexibility. Student talk is necessary for knowledge creation and for developing the memory cues for retention. This is especially important for students who are reluctant to share their knowledge in whole class settings either due to personality, confidence issues, language facility or the time allotted for discussion. One goal in the coming year is to build a school climate which has a low affective filter--meaning that all students are clearly willing and able to contribute their own ideas during instruction and while working with the teacher and each other.

Los Paseos will continue to focus on three areas: increasing language arts proficiency, increasing math proficiency and increasing parent involvement. Additionally, Los Paseos will enter its second year of Positive Behavioral Interventions and Supports (PBIS) training. In the first year, we have chosen our school behavior standards: Los Paseos students will show respect, make good decisions, and solve problems. We will introduce each of these concepts through student-led assemblies. We will focus our second year on positive school wide rewards and determining what behavioral data we want to systematically collect.

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

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




Los Paseos Elementary will...

1. Continue to gain knowledge about Multi-Tiered System of Supports (MTSS) as Los Paseos has been chosen by Morgan Hill Unified School District as a Knowledge Development Site (KDS) through our partnership with the Santa Clara County Office of Education (SCCOE) in conjunction with the California Sums Initiative.
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 Panther students are successful.
4. Create clear and concise behavioral expectations through our sustained work with PBIS.
5. Expand our consistent classroom policies focusing on intrinsic motivation and 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



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.

State Indicators	All Students Performance
Chronic Absenteeism 	N/A
Suspension Rate (K-12)	
English Learner Progress (1-12)	
English Language Arts (3-8)	
Mathematics (3-8)	



Los Paseos Elementary School continues to focus on creating equitable outcomes for all students. The school is laying a powerful foundation to support all students by serving as the knowledge development school for the district's implementation of MTSS. Equitable delivery of service is evident in the absence of "greatest needs" achievement gaps as defined on the dashboard. However, the data show a need to lift the level of performance across all student groups.

Panther staff believe that a high level of student engagement, appropriate modeling, academic language, and encouraging perseverance through more rigorous tasks helped us achieve this progress. Los Paseos takes pride in the inclusive culture on campus where ALL students feel safe and supported. As a Knowledge Development Site, we are committed to refining our practices to ensure that all students are provided the academic and socio-emotional support needed to be a thriving 21st century learner.



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?

State Dashboard: There are currently no student groups in the red and a total of 8 orange indicators in the dashboard.

Metric	Student Group in Red or Orange
Suspension	Orange: Students with Disabilities
English Learner Progress	Orange: English Learners
English Language Arts	Orange: All Students, English Learners, Low SES, Hispanic
Mathematics	Orange: Low SES, Hispanic
Chronic Absenteeism (new metric)	Current status shows all rates approximately ½ of county and state values

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

There is only one performance gap indicated on the state dashboard:

All Student Suspension rate is Blue	Student with Disabilities Suspension rate is Orange
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The school will be continuing with it’s implementation of PBIS and Tiered Social Emotional Supports as part of our MTSS efforts. Although this is the only formal gap, there is a need to raise Math and English Language Arts achievement across all student groups.

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.

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, students will show significant progress toward language fluency which allows them full access to the rich curricular content of their education. Second, Los Paseos will focus on professional development for improving instruction. Developing dynamic instructional practices will give students greater access to key concepts and develop their writing capacity. Focusing on a growth mindset will teach all students that they have innate skills and developing small group instruction will give all students greater opportunities to demonstrate their learning and to learn from each other. Small group instruction also lowers the affective filter for English learners, low-income students and foster youth who might otherwise feel intimidated by speaking in class and sharing their own knowledge. Developing this practice in all areas will expand students' opportunities to engage deeply with the core curriculum. PBIS practices, student engagement and family engagement opportunities will also promote an inclusive environment. Los Paseos offers many opportunities for students to receive additional services such as social skills and counseling as well as fun opportunities to engage with our community partners such as the City of San Jose, the Morgan Hill Police Department, San Jose Police Department, Discovery Services, Rebekah's Community Services, and the YMCA and Beacon School. Each of these partners provide valuable opportunities for students to feel connected to and supported by the school and the community. These relationships have a positive impact on all of our students.



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 Instructional Leadership Team (ILT) and approval by the School Site Council at the monthly meetings. This occurred over several meetings in 2017-18. Other stakeholders with input are 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.

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)

In the School Site Council meetings and other stakeholder meetings in 2016-17, it was determined that Los Paseos would not continue having a full-time Teacher on Special Assignment (TOSA) on campus for the 2017-2018 school year. Due to the state budget and other fiscal needs on site, Los Paseos plans to modify the before and after school intervention program (ASEP) to further support students who are struggling in English Language Arts and/or Mathematics. Additionally, the School Site Council believes that providing ALL students to interventions and supports will ultimately have a more profound effect on the entire student population. We are also exploring additional parent/family engagement events and further enrichment opportunities for all students during the 2018-19 school year with support from our Home & School Club.

The actions of the 2017-18 SPSA were continued in the 2018-19 SPSA. Both the SSC and the ELAC recommended keeping the instructional supports as much as financing will allow and adding in the additional emphasis on writing instruction. The Home and School and Community Club recommended that we continue calendaring after school opportunities as early as possible to facilitate advertising of the events. They also recommend looking at more ways to offer parent education opportunities such as a game night that offers fun ways to learn math and literacy skills at home. Teachers are also interested in keeping the reading supports in order to continue to provide differentiated guided reading in their Tier 1 instruction and supplemental reading supports to struggling readers and early readers in our Tier 2 programs. Additionally, the staff will study mcal practices that enhance differentiation. All of these concerns are reflected in the goals of the SPSA for 2018-19.



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:	\$98,886.83
Total allocations for planned actions in the SPSA:	\$98,886.83
Percentage of school site budget allocated in the SPSA:	100%
<i>Briefly describe any differences between budgeted and expended resources:</i>	
Total LCFF supplemental funds in the SPSA	\$29,726.83
Total Federal funds in the SPSA	\$0
Percent unduplicated student count	42.69%
<i>Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students:</i>	
<p>ASEP (Before & After School Enrichment Program) for students in need of additional support. Students are selected by teachers to receive additional support in language arts (before school) and/or math (after school); paraprofessionals working in classrooms to support teachers in providing additional targeted instruction. Our Resource specialist is in the process of implementing LLI (Leveled Literacy Intervention) for struggling readers. In addition, software programs such as Study Island and Lexia provide individualized support based on student needs. Use of Project GLAD strategies supports all learners in learning content knowledge and developing reading, writing, and speaking skills.</p>	
Total carryover funds to your site budget at the Fall first interim.	\$15,921.49
<i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i>	
Surplus money is in reserve in our school donation fund.	

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 present and future success (post-secondary success/college or career readiness) for all students
Priorities Addressed by this goal:	STATE 1 2 4 5 7 8 LOCAL PRIORITIES: Increase English language proficiency in writing for all students
Identified Need	Los Paseos data analysis indicates a need to concentrate on student achievement in core areas across all student groups with an emphasis on meeting students at their current level and supporting their growth with effective first instruction and tiered supports.

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	CAASPP (Dashboard) ELA status/change			
--All student	--All student: Low -13 pts			
Grade 3	Grade 3 2411			
Grade 4	Grade 4 2466			
Grade 5	Grade 5 2503			
--Low SES	--Low SES Low -9.2 pts			
Grade 3	Grade 3 2381	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 4	Grade 4 2432			
Grade 5	Grade 5 2473			
--SWD	--SWD Low +21.7 pts			
Grade 3	Grade 3 2362			
Grade 4	Grade 4 2411			
Grade 5	Grade 5 2453			
--EL	--EL Low -12.4 pts			
Grade 3	Grade 3 2342			
Grade 4	Grade 4 *****			
Grade 5	Grade 5 *****			

<p>Math 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 Science status/change Grade 5 only --All student --Low SES --SWD --EL</p>	<p>Math status/change --All student Medium -4.8 pts Grade 3 2442 Grade 4 2475 Grade 5 2497 --Low SES Low +0.6 pts Grade 3 2418 Grade 4 2450 Grade 5 2473 --SWD Low +16 pts Grade 3 2389 Grade 4 2420 Grade 5 2412 --EL Medium -6.6pts Grade 3 2397 Grade 4 ***** Grade 5 ***** Science status/change Grade 5 only No Scores Yet --All student ***** --Low SES ***** --SWD ***** --EL *****</p>			
<p>NWEA MAP Assessment Fall to Winter Growth: ELA --Grade 2 --Grade 3 --Grade 4 --Grade 5 Math --Grade 2 --Grade 3 --Grade 4 --Grade 5 Science: Optional --Grade 2 --Grade 3 --Grade 4 --Grade 5</p>	<p>NWEA MAP Fall to Winter School Growth: ELA School National --Grade 2 8.0 6.7 --Grade 3 2.8 5.1 --Grade 4 4.9 3.8 --Grade 5 0.2 3.0 Math --Grade 2 6.9 7.0 --Grade 3 2.9 5.8 --Grade 4 3.5 5.0 --Grade 5 2.1 4.1 Science --Grade 2 ***** --Grade 3 ***** --Grade 4 ***** --Grade 5 *****</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>

<p>Dashboard Academic Indicator Groups in Red/Orange:</p>	<p>Dashboard Academic Indicator: No red in 2017-18 Suspension Orange: SWD EL Progress Orange: EL's ELA Orange: All, EL, SED, Hisp Math Orange: SED, Hisp</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>
<p>Biliteracy --EL Progress --EL status & change --EL Reclass Rate</p>	<p>Biliteracy --EL Progress: Medium/Orange --status & change: 71.1%, -4.4 --Reclass Rate: 26.1%</p>	<p>Maintain high status or positive growth in all categories</p>	<p>Maintain high status or positive growth in all categories</p>	<p>Maintain high status or positive growth in all categories</p>
<p>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.</p>	<p>Fountas & Pinnell by grade --Avg K Fall: 0.3 --Avg K Mar: 0.6 --At level Mar: 88% --Avg 1 Fall: 0.7 --Avg 1 Mar: 1.4 --At level Mar: 37% --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.6 --At level Mar: 34% --Avg 3 Fall: 3.1 --Avg 3 Mar: 3.5 --At level Mar: 82% --Avg 4 Fall: 3.6 --Avg 4 Mar: 3.9 --At level Mar: 18% --Avg 5 Fall: 3.8 --Avg 5 Mar: 4.5 --At level Mar: 13%</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age.</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>
<p>Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:</p>	<p>Special Education: non SLP --# Referrals: 5 --# Qualified: 5 --# Exited: 0 --% Non EL: 100 --% EL: 0</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>Implementation Status: By Staff Survey Rubric --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MTSS Soc Emot: --PLC</p>	<p>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 Soc Emot: 2.80 --PLC 3.20</p>	<p>Grow from previous year rubric scores in all core area implementations on staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on staff survey</p>
<p>MTSS Support Usage --Ext. day participants --Accessing LLI --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: 83 students served in our ASEP program --LLI: Initial staff training underway; trial usage with a small group of students --Lexia: 31% usage target 55% at or above level. --Study Island: 18,000 visits as of March 15, '18</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through LLI</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through LLI</p>	<p>Continue to offer extended day opportunities. Continue to offer Lexia and/or Study Island for differentiation activities. Continue to provide Tier 2 reading support through LLI</p>
<p>Other Site Specific metrics: <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc.</i></p>	<p>MTSS paraprofessional support in the classroom; Learning Lab support with Resource teacher</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>	<p>Continue to support primary and upper elementary students who have not yet reached target proficiency levels</p>

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

MTSS Description: Tier 1 Staff

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

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

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

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

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

1. no additional Tier 1 staffing funded out of site dollars

Implementation status and actual actions completed to date:

1. n/a

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

1. n/a

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

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. MTSS paraprofessional
2. Cal-SOAP Tutor

Implementation status and actual actions completed to date:

1. Site has two paraprofessionals working to support students in classrooms
2. Cal-SOAP Tutor meets with students twice weekly to provide support

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

1. Continue use of MTSS paraprofessionals to support students in the classroom; increase training opportunities for Paraprofessionals

Allocation(s)	<ol style="list-style-type: none"> 1. \$16,000 2. \$500 <p style="text-align: right;">Return to Budget Summary Table</p>
Source(s)	<ol style="list-style-type: none"> 1. LCFF Supplemental 2. Unrestricted Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. 2. 020-016100 Unrestricted Lottery
Anticipated changes for following year	<ol style="list-style-type: none"> 1. The number and source for MTSS aides may be restructured at the district level.

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. Teachers will study practices that encourage growth mindsets and small group instruction in English Language Arts.
2. Teachers will continue to refine their own skills in providing instruction using ELD strategies. Teachers will participate in instructional rounds to expand and deepen their understanding of how to use ELD strategies such as GLAD and Constructing Meaning to enhance their classroom instruction in all subjects.
3. Teachers will study and implement practices that support differentiation through a variety of instructional strategies which may include but are not limited to small group instruction, whole group instruction, inclusion practices, special programs as supplements, and independent centers. This differentiation may be in any of the instructional content areas of the school.
4. Teachers will work with the District technology TOSA to record videos of lessons to share during collaboration meetings.
5. Teachers will work in grade-level and cross-grade-level teams to refine instructional practices.

Implementation status and actual actions completed to date:

1. Book study (Who's Doing The Work?, The Writing Strategies Book, The Reading Strategies Book)
2. Principal is a Certified Project GLAD Trainer; will lead PD with a monthly focus on Project GLAD strategies essential for ELs and beneficial for all
3. Nearly 100% of the teachers are GLAD trained

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

1. Focusing the priority to writing instruction while expanding differentiated reading instruction
2. Select teachers will have 2 release days to work with each other and co-teach
3. The Live Oak Foundation grant is new and will be used to provide arts enrichment to an integrated curriculum.

Allocation(s)	<ol style="list-style-type: none"> 1. \$8900 Professional Development and Release Time/Instructional Coaching Time 2. \$3510 Three substitutes for 3 days for refresher on GLAD strategies 3. \$944 Consultants for GLAD/Constructing Meaning, Sub release for GLAD/Constructing Meaning 4. \$500 Books and materials for developing instructional strategies in any of the instructional content areas of the school.
Source(s)	<ol style="list-style-type: none"> 1. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1.
Anticipated changes for following year	<ol style="list-style-type: none"> 1.

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. Extended day (ASEP) Support
2. Visual and Performing Arts (VAPA) Grant
3. Supplemental VAPA funding
4. Enrichment materials
5. NGSS supplementary resources
6. Online resources to support Core Curriculum
7. Student Council Stipend
8. After School Enrichment

Implementation status and actual actions completed to date:

1. Coordinators of the program
2. Students at all grade levels receive visual arts, dance, and theater during the school year to enrich their learning experiences.
3. Additional funding to support dance, theater, visual arts, and music into the instructional day for all student access.
4. Enrichment Activities
5. Online curriculum supports (eg. Mystery Science, Hapara, typing club, Renaissance Learning)
6. Math and reading supports
7. Currently a very active leadership team
8. This year Los Paseos has had 83 participants in our before and after school programs offering reading intervention and math intervention..
9. Technology replacement/repair. eg., SmartBoard projectors, laptops

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

1. Both the School Site Council and the ELAC members recommended continuing the school's reading, ELD and extra support initiatives.	
Allocation(s)	<ol style="list-style-type: none"> 1. \$2376 Release Time for Grade level collaboration to support target students 2. \$2376 Release Time for ELA/ELD collaboration and planning 3. \$11,000 classroom materials and resources <p style="text-align: right;">Return to Budget Summary Table</p>
Source(s)	1.
Budget code(s)	1.
Anticipated changes for following year	1.

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. Resource Specialist (RSP Teacher) and MTSS Aide will work with the principal to design and implement a second tier of reading support for kindergarten and TK students and any struggling readers in first through fifth grades.
2. The student study team will meet with families to support struggling students.
3. Extension supplies and materials
4. Subs for IEP/SST
5. Enrichment Coordinator
6. Release time for planning, analyzing data, design supports for low achieving or gifted students

Implementation status and actual actions completed to date:

1. Extended Day Support
2. Subs for IEP/SST
3. Enrichment Coordinator
4. Additional leveled literacy materials for small group instruction
5. Release time for planning, analyzing data, design supports

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

1. Continue to improve the programs for additional enrichment and supports
2. None
3. None

4. None	
Allocation(s)	<ol style="list-style-type: none"> 1. \$1,000 2. \$1,000 3. \$1,600 4. \$13,700 5. \$10,750 <p style="text-align: right;">Return to Budget Summary Table</p>
Source(s)	<ol style="list-style-type: none"> 1. State Lottery and LCFF 2. State Lottery 3. State Lottery 4. LCFF 5. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1.
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Additional support of the program 2. Potentially additional students that need support 3. none 4. none

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:

1. Continuous review and update of SPSA at SSC meetings
2. Update of School Safety Plan

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

1. Safety Plan Review with Safety Specialist

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

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

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

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

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

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

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

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

1. Materials and supplies (4310)
2. Contracts (5800)
3. Food Service
4. Copier supplies

Implementation status and actual actions completed to date:

1. paper, classroom stationary supplies etc.
2. contracts with Blackboard, Hapara, etc.\
3. Provide additional snacks for before and after-school programs

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

1. Ongoing annual expense
2. Additional repairs/replacement of equipment as needed

Allocation(s)	<ol style="list-style-type: none"> 1. Classroom Supplies, \$5000 2. Health Office Supplies \$2000 3. Communication, flyers, mail etc \$800 4. Contracts /purchases/repairs/toners \$6000 5. Office Supplies \$5000 	Return to Budget Summary Table
Source(s)	<ol style="list-style-type: none"> 1. Unrestricted Lottery 	
Budget code(s)	<ol style="list-style-type: none"> 1. 	

**Anticipated
changes for
following year**

1.

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	Los Paseos will continue to grow parent engagement in school with an emphasis on authentic parent involvement, physical and social-emotional safety, and opportunities to connect with school through family-friendly activities.

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: 56	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised/allocated: \$50,000	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone completion rate: 94%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate:96%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring	Close gap to 100%	Close gap to 100%	Close gap to 100%

	386 (73%) Avg Visits/student: 69			
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.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	3.6	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:	4.2	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	4.1	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	4.15	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	4.1	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:	3.75	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:	3.65	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:	4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents satisfied with learning environment	3.85	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	3.85	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	3.75	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	3.55	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a high variety of extended programs available.	3.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child likes school:	4.26	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:	4.15	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, Los Dichos, families referred to SLS (food/clothing support) etc.				

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

MTSS Description: Tier 1 Parent Engagement

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

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

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

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

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

1. Los Paseos will continue to provide support to parents through an increasing number of community events. Some of the events will target parent education directly such as our Game Night and Parent/Principal Book Club, others will help foster a connection to the school that demonstrates to children the importance of school, value of family, and pride in student learning.

Implementation status and actual actions completed to date:

1. Ongoing

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

1. Initiate Family Game Night with activities to promote student learning
2. Initiate Parent/Principal Book Club with strategies for parents to support student learning and mindset

Allocation(s)	1. N/A	Return to Budget Summary Table
Source(s)		
Budget code(s)		
Anticipated changes for following year		

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.

Implementation status and actual actions completed to date:

1. I’m Going To College Program (IGTC) and onsite tutoring

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

1. None

Allocation(s)	1. \$500	Return to Budget Summary Table
Source(s)	1. State Lottery	
Budget code(s)		
Anticipated changes for following year	1. None	

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	Continue to reduce and maintain low chronic absenteeism rates, especially for homeless, low SES, and students with disabilities. Continue to implement PBIS and improve student perceptions of safety and connectedness, specifically participation and having a trusted staff person to talk to.

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: 95.87%	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: 5.2% SWD 8.0% SED 9.2% Foster *** Homeless 8.3% EL 5.3% White 3.6% Latino 6.7%	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: pending --# First Notice: --# Second Notice: --# Third Notice: --# Conferences: --# Hearings:	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: 0.2% SWD 0% SED 0% Foster 0% Homeless 0% EL 0% White 0% Latino 0%	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: 1 Weapons: 0 Behavior/Bullying: 0	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			
I feel safe at home	3.7			
I have a safe staff connection to talk to.	3.4			
I participate in school activities	2.9			
I am happy at school	3.2			
I am proud of my school	3.3			
My school is an outstanding school	3.3			

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	4.14			
Peer support for learning	3.93			
Family Support for learning	4.44			
Sense of self control	4.16			
Positive future outlook	4.47			
Intrinsic Motivation	4.12			
Students attending Extended Day:	# Attending Ext. Day: 83	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: 16 Male: 24	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	Expectations Defined: 62% Expectations Taught: 66% Reward System: 56% School Wide Procedures: 59% Monitoring: 34% Communicate to Parents: 53% Management: 52% Implementation Average: 52% Based on data collected prior to first year of PBIS 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/clothes) --Group Programs	18 students served weekly by Discovery Counseling 10 families supported by SLS			
Additional site specific: <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>	Our PBIS Team has developed a plan for positive behavior rewards this year. The team is working on developing an expanded plan next year. We are determining what type of data we will collect in regards to PBIS effectiveness.			

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. Year 2 PBIS Training
2. Additional Yard Duty Training
3. Additional Yard Duty Supervision

Implementation status and actual actions completed to date:

1. Ongoing training of PBIS Team, rollout of PBIS program
2. Additional Yard Duty staff to ensure student safety and assist with conflict resolution

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

1. None
- 2.

Allocation(s)	<ol style="list-style-type: none"> 1. \$5000 2. \$9000 	Return to Budget Summary Table
Source(s)	1. State Lottery and LCFF	
Budget code(s)		
Anticipated changes for following year		

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

MTSS Description: Tier 2-3 Student Engagement

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

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

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

1. Provide an Activity Bus to improve access to extended day programs for disadvantaged students.
2. Develop a comprehensive College and Career awareness and activities plan to support underrepresented students that includes Cal Soap, Naviance and AVID.
3. Implement Naviance at grades 6-12, including training and professional development support.
4. Implement AVID at JAMM and continue to support AVID at middle and high schools.
5. Provide social-emotional support and services by teaming with community based organizations
6. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent.
7. Implement the Advent program for Foster Youth
8. Provide CARE team oversight and support to serve the unique needs of Foster, homeless and disadvantaged students.
9. 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. PBIS materials
2. Teacher Collaboration
3. Conferences
4. Los Paseos Extended Day Opportunities for high-priority student needs

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

1. Continued support for the program
2. Planning, researching, collaborating lessons focused on differentiation
3. New Strategies, best practices

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

1. none

Allocation(s)	1. \$35,000 for the after school program which includes but is not limited to multicultural club, choir, tutoring/homework support, contracts with puppetry teacher, contract with performing arts group, Staff to run the programs including but not limited to teachers, paraprofessionals, music teacher, dance teacher
Source(s)	1. LCAP Extended Day Fund
Budget code(s)	
Anticipated changes	

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

	Unrestricted Lottery	LCFF Supplemental	Extended Day	Other funding Live Oak Foundation
Allocated	\$62,400.00	\$29,726.83	\$35,000.00	\$28,575.00
Budgeted*	62,400.00	29,726.83	35,000.00	28,575.00
Spent YTD				
Encumbered				\$14,262.00 (year 2)
Available				
*SPSA budget by action tracker	Unrestricted Lottery	LCFF Supplemental	Extended Day	Other funding Live Oak Foundation
Action 1.1	0	0	0	0
Action 1.2	\$500	\$16,000	0	0
Action 1.3	\$13,854		0	0
Action 1.4	\$896		0	\$14,262
Action 1.5	\$14,350	\$13,700	0	0
Action 1.6	0	0	0	0
Action 1.7	\$18,800	0	0	0
Action 2.1	\$0	0	\$0	0
Action 2.2	\$0	0	\$0	0
Action 3.1	\$14,000	0	\$0	0
Action 3.2	\$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. Debbie Stewart	Admin	stewartd@mhusd.org	5/14/18
2. Mia Pharris	Secretary	pharrism@mhusd.org	
3. Jenn Abberton	Teacher	abbertonj@mhusd.org	
4. Lori Commons	Teacher	commonsl@mhusd.org	
5. Susan Mitchell	Teacher	mitchells@mhusd.org	
6. Lisa Moore	Parent	lisamoore00@gmail.com	
7. Desiree Pepper	Parent	desireap@yahoo.com	
8. Ivonne Nash	Classified	nashi@mhusd.org	
9. Sarah Rodriguez	RSP	rodriguezs@mhusd.org	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	2	2	0

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups
 - Home and School Club
 - Special Education
 - Gifted and Talented
 - Foster, homeless, disadvantaged
 - English Language Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 14, 2018

Attested:

Debbie Stewart

Typed name of School Principal

Signature of School Principal

Date

Jennifer Abberton

Typed name of SSC Official

Signature of SSC Official

Date

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

([Return to top](#))

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

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

Include the following:

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

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

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

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

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

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

- Describe the process used to prepare the progress report.

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

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

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

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

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

Links to WASC templates:

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