



Single Plan for Student Achievement (SPSA) 2018-2019



School name: Martin Murphy Middle School		Morgan Hill Unified School District
Principal name: Alex Aasen		Steve Betando, Superintendent
E-mail: aasena@mhusd.org	Phone: (408) 201-6260	betandos@mhusd.org
Link to District LCAP	Link to SARC	
Link to State Dashboard	Link to School Website	Link to current WASC report (High Schools) Link To WASC resource appendix

Plan Summary:

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

Martin Murphy Middle School is located in south San Jose, surrounded by the beautiful mountains of Santa Teresa County Park. We have approximately 750 sixth, seventh and eighth grade students engaged in a highly rigorous learning environment that promotes academic excellence. Approximately 70% of our students take the bus to school each day from Morgan Hill. The remainder of our student population lives in the neighborhood surrounding the school. Student demographics include: 8.6% English Learners, 5.5% Foster/Homeless, 1.4% Migrant, 11.3% Students with Disabilities, 39.5% Socioeconomically Disadvantaged.

Mission: Martin Murphy is dedicated, in partnership with parents and the community, to constructing a rigorous learning environment where ALL students are empowered to achieve, use creative and critical thinking skills, develop a global perspective, and to model the core values of respect, responsibility, and safety.

Vision: Our students will be prepared to succeed in a diverse, global society and to make meaningful contributions to our community. Students will become digitally literate, critical thinkers, collaborators, and problem solvers who can meet the challenges of the 21st Century. The students of Martin Murphy will demonstrate perseverance and grit so that they may achieve success in life and a variety of situations, including college and career.

School Slogan: "Success is no accident."

Martin Murphy was recognized by the state as a California Gold Ribbon Distinguished School for the 2014-2015 school year. Although we have made growth, we acknowledge and own challenges to address achievement gaps among various subgroups and are working strategically and analytically to determine cause and effect so that programs and resources can be deployed for maximum effect.

Martin Murphy teachers participate in a Professional Learning Community model that promotes the sharing of best practices across all curriculum, the implementation of school-wide technology and the reflection and analysis of student performance data and assessments. Our teachers meet weekly to review assessment data and utilize results to target student learning. This process ensures consistent monitoring and change to meet the needs of our students and promote academic achievement. All staff are trained on positive behavior supports to foster a positive school climate. Staff and students participate in OLWEUS bullying prevention curriculum, PBIS and Restorative Justice practices.

Each of our classrooms is equipped with a projector and Chromebooks that help increase student engagement, academic rigor, content mastery, and 21st Century skills. The 7th and 8th grade students are assigned a Chromebook for their use as a student of Martin Murphy. The 6th grade classes have Chromebook carts that allows the students to access technology on a daily basis. In addition to using Chromebooks in classes, 7th and 8th grade students can extend their learning from home. Teachers also lead project based lessons in our innovative learning center. Teachers are equipped with tablets to enable wireless interaction with the projector screen and increase their interaction with all students in class. As one previous Mustang said, "Technology LIVES here."

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.

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 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.

All students will receive high quality instruction across all content areas. All teachers will incorporate classroom technology and online learning tools to enhance course curriculum and support digital literacy for students. All teachers will develop and deliver lessons and strategies aligned to the Common Core State Standards. All teachers will use best practices aligned to the school and district's mission and vision, including Constructing Meaning strategies, AVID strategies and adopted curriculum resources. Teachers will monitor student progress through various types of assessments and reflect on student data to adjust instruction that meets the needs of all students. All teachers will participate in a PLC with their department, including the development and analysis of students assessments and performance measures. Teachers will receive professional development support on instructional practices. All students will achieve at grade

level academically and those that do not reach grade level in reading or other content areas, will be supported through the Multi-Tiered Systems of Support at Martin Murphy. All students will demonstrate progress towards being college and career ready. Those not demonstrating progress will be monitored and considered for academic intervention courses and programs. English Language Learners will demonstrate progress towards reaching English fluency by improving their ELPAC score one level. All teachers will implement effective English Learner strategies in the classroom and receive training on Constructing Meaning. Martin Murphy will continue to enhance a college going culture on campus. This includes holding the annual Career Day event as well as the department career exploration units using the Naviance program. Students in AVID classes, ELD and the EL Academy will get to travel to college campuses for tours. Programs such as AVID will further enhance the college readiness of our 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.

Martin Murphy will host various parent education opportunities, such as a fall Parent Orientation Night. Other parent education opportunities will include Cyber Security, Naviance, and high school and college readiness trainings. The school will maintain good parent attendance at advisory council meetings, such as ELAC and School Site Council. The school will also continue to work with Home and School Club on increasing ASB fundraisers and the amount of parent volunteers at school events.

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

Martin Murphy will promote a safe learning environment for students and teachers by implementing systems and programs that sustain a positive learning culture. Martin Murphy will improve its attendance rate by reaching 98%. Those students demonstrating truancy or excessive absences and tardies will be supported through the SARB process. The school will assign intervention resources aligned with MTSS to those students in need or at risk; Discovery Counseling, restorative justice, school counselor, CARE Counselor, Community Solutions, PBIS, Peer Mediators and Life Skills through 6th grade PE classes. Martin Murphy is entering its second year of PBIS implementation and will continue with the OLWEUS Bullying Prevention Program, showing positive results thus far. All teachers support on campus climate supports through administration, support staff, and a School Climate Coordinator. Student diversity will be celebrated on Martin Murphy's campus, which includes ensuring that our students learn tolerance and empathy for others. School clubs and activities that engage students outside of the classroom will also be enhanced with more opportunities for intervention and enrichment. The Associated Student Body (ASB) will be supported through a Leadership Class elective. A strong ASB is vital to the school's ability to fundraise and provide students with fun and engaging school events. To further engage our students with a variety of offerings, the performing arts program includes cadet and advanced band, drama, and a drama club. The drama students put on at least two plays per year as well as the annual talent show, and the band classes hold at least two concerts per school year.



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.

For the 2016-2017 school year, the 7th and 8th grade classes had increases of 10 points on the ELA portion of the CAASPP. Additionally, students in sub groups made gains as well. Low socioeconomic students gained 8 points on the ELA CAASPP, and Hispanic students grew 10 points on the ELA CAASPP. The 7th and 8th grade students also had increases in the Math CAASPP. The 7th grade class grew by 3 points, and the 8th grade class grew by 6 points. Note: this was the first school year with CAASPP data on 6th grade students.

Overall, the focus on ELA has been successful, with the school achieving high status overall as indicated on the California State Public School Dashboard

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)	

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?

As shown above, the State Dashboard indicates an ongoing need in suspension rate, English learner progress, and mathematics. The school is continuing to improve Positive Behavioral Interventions and Supports (PBIS) strategies, restorative justice practices, and bi-weekly bullying prevention lessons.

Student groups in the red or orange category on the State dashboard is as follows:

Metric	Student Groups in Orange	Student Groups in Red
Suspension	All Students, English Learners	Low SES, SWD, Hispanic
EL Progress	English Learners	
English Language Arts		SWD
Mathematics	English Learners	SWD

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?

Performance Gaps indicated on the State Dashboard are as follows: Academic supports are being implemented through MTSS.

Metric	Student Groups two or more levels below the “All Student” Group
Suspension	No Gap
EL Progress	No Gap
English Language Arts	Students with Disabilities
Mathematics	Students with Disabilities

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.

The first most significant way to increase services is by focusing on high quality Tier 1 instruction in all subject areas. To support quality first instruction, one teacher will have an additional release period to focus on coaching all teachers on Constructing Meaning strategies. Additionally, all teachers will be trained through the district on Constructing Meaning strategies. With Constructing Meaning training, our teachers will be better prepared in all curricular areas to support our English Learners as well as all students.

Secondly, we will include a Read 180 support class in the master schedule. The goal of including Read 180 is to improve the reading levels of students who are two or more grade levels behind in reading. The target populations for the Read 180 class are low-income students and foster youth. With the challenge of transportation for to and from Morgan Hill for 70% of our students, we believe more interventions are needed within the school day.

Thirdly, we will offer a menu of extended day learning opportunities for our students. Our after school homework center will be staffed by teachers and math tutors Monday through Thursday with an extra hour on Wednesday due to our early release for staff and PLC meetings. We will also host an after school English Learner Academy once a week using the BrainPop EL and Rosetta Stone software. Finally, we will offer a variety of clubs, such as the environmental club, to provide students with enrichment activities.

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?

Martin Murphy takes pride in involving our community in the planning and overview of the SPSA. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet at least quarterly to provide input on the SPSA.

Date/Time	Stakeholder Group	Activity/Task
9/13/17	ELAC	Elections, Parliamentary procedures training, review by-laws, UCP notification
9/13/17	SSC	Reviewed by-laws, elections process review, and SPSA update
12/6/17	ELAC	CELDT Results, SPSA goals for EL's
12/6/17	SSC	Elections, UCP review
1/29/18	SSC	Reviewed CAASPP results and dashboard
1/30/18	ELAC	Naviance Training, programs review
2/12/18	SSC	Input on SPSA

2/13/18	ELAC	Input on SPSA, Title III results
3/26/18	SSC	District family engagement plan review
3/27/18	ELAC	Language Census, needs assessment, family engagement plan review
4/25/18	ELAC	Mission and vision review
5/14/18	SSC	SPSA review and approval

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

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

- Plan to include extra funds to replace Chromebooks as they age.
- Identify specific supports in place to meet the needs of GATE identified students.

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:	\$140,802.07
Total allocations for planned actions in the SPSA:	\$140,802.07
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	\$ 39,234.07
Total Federal funds in the SPSA	\$ 0
Percent unduplicated student count	40 %
<i>Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students:</i>	
Total carryover funds to your site budget at the Fall first interim.	\$
<i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i>	

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

Goal 1 Statement of Goal	College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students
Priorities Addressed by this goal:	STATE 1 2 4 5 7 8 LOCAL PRIORITIES:
Identified Need	The goals were identified using CAASPP data, MAP data, department formative and summative assessments, CELDT results, and. The greatest areas of need include reading, writing, and math support for our English Learners, Students with Disabilities, and Hispanic students. There is a lingering performance gap between white students and Hispanic students.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ 6-8 schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation: 90% --Met ERW benchmark 57% --Met Math benchmark 45% --Met both benchmarks 39%	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: Orange --status & change: 69.2 (Medium) -27.5 pts --EL Reclass Rate: 24.2%	Maintain positive growth in all categories	Maintain positive growth in all categories	Maintain positive growth in all categories

<p>CAASPP Test ELA status/change --All student Grade 6 Grade 7 Grade 8 --Low SES Grade 6 Grade 7 Grade 8 --SWD Grade 6 Grade 7 Grade 8 --EL Grade 6 Grade 7 Grade 8</p> <p>Math status/change --All student Grade 6 Grade 7 Grade 8 --Low SES Grade 6 Grade 7 Grade 8 --SWD Grade 6 Grade 7 Grade 8 --EL Grade 6 Grade 7 Grade 8</p> <p>Science status/change --All student Grade 8 --Low SES Grade 8 --SWD Grade 8 --EL Grade 8</p>	<p>CAASPP: Status and Change ELA status/change --All student 3.1 Pts Above/+13 Grade 6 2534 Grade 7 2553 Grade 8 2570 --Low SES 41 pts below/+11 Grade 6 2488 Grade 7 2508 Grade 8 2525 --SWD 110 pts below/-3 Grade 6 2438 Grade 7 2405 Grade 8 2440 --EL 47 pts below/10pts Grade 6 2400 Grade 7 2401 Grade 8 2383</p> <p>Math status/change --All student 25 below/+13 Grade 6 2521 Grade 7 2553 Grade 8 2556 --Low SES 83 below/+4.2 Grade 6 2466 Grade 7 2498 Grade 8 2498 --SWD 160 below/-22 Grade 6 2391 Grade 7 2392 Grade 8 2416 --EL 84 below/+1.7 Grade 6 2372 Grade 7 2371 Grade 8 2372</p> <p>Science status/change --All student NO SCORES Grade 8 --Low SES Grade 8 --SWD Grade 8 --EL Grade 8</p>	<p>Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.</p>	<p>Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.</p>	<p>Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.</p>
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<p>Dashboard Academic Indicator Groups in Red/Orange:</p>	<p>Dashboard Academic Indicator Groups in Red/Orange: Math: EL & SWD ELA: SWD</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below all</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below all</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below all student group.</p>																																							
<p>NWEA MAP Growth Fall to Winter Assessment:</p> <p>ELA --Grade 6 --Grade 7 --Grade 8</p> <p>Math --Grade 6 --Grade 7 --Grade 8</p> <p>Science--optional --Grade 6 --Grade 7 --Grade 8</p>	<p>NWEA MAP Growth Fall to Winter Assessment 17-18:</p> <table border="1" data-bbox="422 456 768 602"> <thead> <tr> <th></th> <th>School</th> <th>Nation</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td></td> <td></td> </tr> <tr> <td>--Grade 6</td> <td>3.3</td> <td>2.3</td> </tr> <tr> <td>--Grade 7</td> <td>0.8</td> <td>1.8</td> </tr> <tr> <td>--Grade 8</td> <td>0.6</td> <td>1.3</td> </tr> <tr> <td>Math</td> <td></td> <td></td> </tr> <tr> <td>--Grade 6</td> <td>3.8</td> <td>3.1</td> </tr> <tr> <td>--Grade 7</td> <td>1.8</td> <td>2.6</td> </tr> <tr> <td>--Grade 8</td> <td>0.8</td> <td>2.2</td> </tr> <tr> <td>Science--optional</td> <td></td> <td></td> </tr> <tr> <td>--Grade 6</td> <td></td> <td></td> </tr> <tr> <td>--Grade 7</td> <td></td> <td></td> </tr> <tr> <td>--Grade 8</td> <td></td> <td></td> </tr> </tbody> </table>		School	Nation	ELA			--Grade 6	3.3	2.3	--Grade 7	0.8	1.8	--Grade 8	0.6	1.3	Math			--Grade 6	3.8	3.1	--Grade 7	1.8	2.6	--Grade 8	0.8	2.2	Science--optional			--Grade 6			--Grade 7			--Grade 8			<p>Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.</p>	<p>Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.</p>	<p>Goal: Meet or exceed the national normed growth rates for each grade level measured Fall to Winter.</p>
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<p>Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic: --MtSS Soc Emot --PLC's</p>	<p>Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 4.28 --ELA/ELD: 3.21 --History: 1.81 --Science:2.14 --MTSS Academic: 3.37 --MtSS Soc Emot: 3.29 --PLC's: 3.28</p>	<p>Grow from previous year rubric scores in all core area implementations on Staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on Staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on Staff survey</p>																																							
<p>Usage Monitoring --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: --Read 180: --Math 180: --System 44: --Lexia: --Study Island: 188,220 (3/15/18)</p>	<p>Increase usage, document closing gap between usage and need of 1/3 during each year of 3 year plan.</p>	<p>Increase usage, document closing gap between usage and need of 1/3 during each year of 3 year plan</p>	<p>Increase usage, document closing gap between usage and need of 1/3 during each year of 3 year plan</p>																																							

Core Area Grades (Average GPA, % F's) --English --Math --Science --History	Core Area Grades Avg GPA % F's --English 2.62, 10% --Math .24, 22% --Science 2.67, 13% --History 2.5, 16%	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.
Special Education --Number SWD: --New Referrals --Qualifications:: --Exits:	Special Education Non SLP --# SWD: --Referrals --Qualifications:: --Exits:			
Other Site Specific metrics: Honor roll, science fair, history day etc.				

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. None

Implementation status and actual actions completed to date:

1. None

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

1. No change anticipated

Allocation(s)	1. _return to budget summary here
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.

Implementation status and actual actions completed to date:

- 1.

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

Allocation(s)	1. return to budget summary here
Source(s)	1.
Budget code(s)	1.
Anticipated changes for following year	1. maintenance of 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 for site level professional development.

Implementation status and actual actions completed to date:

1. Fund substitutes for at least three Instructional Rounds sessions and for teachers in ELA, math, science, and social studies to plan curriculum and instruction.
2. Purchase books for the leadership team's book study.
3. Fund Restorative Justice trainings
4. Send one teacher and one administrator to the AVID Summer Institute.
5. Fund conference travel and accommodations

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

1. Ongoing action, focus will change to reflect the progression of various adoptions

Allocation(s)

1. \$ 3,000
2. \$ 200
3. \$ 2,000
4. \$5,000
5. \$ 1,000

[return to budget summary here](#)

Source(s)

1. LCFF (\$1,200), Unrestricted Lottery (\$1,800)
2. Unrestricted Lottery

	<ul style="list-style-type: none"> 3. LCFF (\$800), Unrestricted Lottery (\$1,200) 4. LCFF (\$2,000), Unrestricted Lottery (\$3,000) 5. LCFF (\$400), Unrestricted Lottery (\$600)
Budget code(s)	<ul style="list-style-type: none"> 1. NEED TO ADD CODE \$5,200
Anticipated changes for following year	<ul style="list-style-type: none"> 1. Maintenance of efforts.

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 classroom materials, NGSS materials, Library resources, chromebooks, and stipends

Implementation status and actual actions completed to date:

1. Purchase materials for the performing arts program and classrooms.
2. Purchase licenses for applications such as Pear Deck, Accelerated Reader, Naviance, Quizlet, Socrative, Lexia, WeVideo, Hapara and Brainpop.
3. Fund expenses for the annual Career Day including a coordinator stipend.
4. Purchase Chromebook insurance for students who qualify for free or reduced lunch.
5. Fund stipends for two additional department chairs and the Science Fair and National History Day
6. Fund the Performing Arts Program from the Live Oak Grant including the Drama class

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

1. Ongoing

Allocation(s)

1. \$2,000
2. \$28,750
3. \$800
4. \$3,000
5. \$4,800
6. \$28,575

[return to budget summary here](#)

Source(s)

1. Unrestricted Lottery
2. LCFF (\$11,500), Unrestricted Lottery (\$17,250)
3. Unrestricted lottery

	<ul style="list-style-type: none"> 4. LCFF Supplemental 5. Unrestricted Lottery 6. Live Oak Foundation Grant
Budget code(s)	1.
Anticipated changes for following year	<ul style="list-style-type: none"> 1-5. Ongoing 6. Program to be supported through boosters and ticket sales

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. Fund extended day enrichment and support programs, the EL program, and assessment analysis software.

Implementation status and actual actions completed to date:

1. Purchase supplies for extended day programs.
2. Fund 9 stipends for extended day programs and math tutors.
3. Purchase mobile hotspots for students without internet at home.
4. Fund EL field trips and after school academy

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

1. Ongoing

Allocation(s)

1. \$20,600
2. \$14,400
3. \$200
4. \$5,000

[return to budget summary here](#)

Source(s)

1. Extended day funds
2. Extended day funds,
3. LCFF supplemental
4. LCFF supplemental

Budget code(s)	1.
Anticipated changes for following year	1. Maintenance of efforts

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.

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

- 1.

Allocation(s)	1.	_return to budget summary here
Source(s)	1.	
Budget code(s)	1.	
Anticipated changes for following year	1.	

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

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

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

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

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

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

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

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

Implementation status and actual actions completed to date:

1. Purchase postage and mailers
2. Purchase supplies for teachers.
3. Purchase office supplies
4. Purchase new laptops for teachers.
5. Purchase staff shirts.
6. Purchase 8th grade Presidential Awards
7. Purchase duplicator.
8. Purchase 6th grade planners

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

1. Ongoing

Allocation(s)

1. \$2,500
2. \$6,000
3. \$12,000
4. \$20,800
5. \$1,350
6. \$650
7. \$2,890
8. \$1,000

[return to budget summary here](#)

Source(s)	<ol style="list-style-type: none"> 1. Unrestricted Lottery 2. Unrestricted Lottery 3. Unrestricted Lottery 4. Unrestricted lottery (\$18,800), and LCFF supplemental (\$2,000) 5. Unrestricted Lottery 6. Unrestricted Lottery 7. Unrestricted Lottery 8. Unrestricted lottery (\$600), and LCFF supplemental (\$400)
Budget code(s)	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	In an effort to involve all stakeholders in student success, Murphy will increase parent monitoring of students’ grades and attendance through improved participation and awareness. Additionally, Murphy will increase parent monitoring of students’ social media use.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	See stakeholder engagement section above	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	Add in budget	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:	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised: \$40,000 Allocated:	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone completion rate:	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate: 98% English, 94% Spanish	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 77%	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.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	4.0	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:	3.57	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	3.57	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	3.67	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	3.9	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	3.62	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	3.33	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	3.33	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	3.24	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	3.14	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	3.95	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric

Parents have a high knowledge of support and extended programs	3.24	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a high variety of extended programs available.	3.05	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	3.43	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	3.43	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.				

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

MTSS Description: Tier 1 Parent Engagement

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

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

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

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

8. Increase parent volunteers
9. Host parent education nights on topics such as social media awareness and safety, Naviance, and high school and college preparedness.

Implementation status and actual actions completed to date:

1. Fund district fingerprinting process
2. Purchase child care for parent nights

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

1. Ongoing

Allocation(s)	<ol style="list-style-type: none"> 1. \$500 2. \$500 	return to budget summary here
Source(s)	<ol style="list-style-type: none"> 1. Unrestricted Lottery 2. LCFF Supplemental 	
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. Provide parent education nights

Implementation status and actual actions completed to date:

1. Fund parent education evenings

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

1. Ongoing

Allocation(s)	1. \$1,000	return to budget summary here
Source(s)	1. Unrestricted Lottery	
Budget code(s)		
Anticipated changes for following year		

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	Address excessively high chronic absenteeism rates and suspension rates.

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: 95.57%	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (Dashboard) Overall: 10.5% SWD 25.6% SED 17.5% Foster ***** Homeless 18% EL 19.4% White 8.6% Latino 14.7%	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 --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	SARB Compliance: --# First Notice: 77 --# Second Notice:52 --# Third Notice:10 --# Conferences:10 --# Hearings: 2	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: 9.6% high SWD 29.3% very high SED 16.1% very high Foster ***** Homeless 20% very high EL 11.9% high White 8.1% high Latino 14.1% very high	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: 7 Violence/fighting : 66 Weapons/dangerous object 5 Behavior/Bullying: 6	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
Restorative Justice	Admin Led RJ Circles: 13			
Suspension Recidivism Rate	22%	Decrease Rate by 3%	Decrease Rate by 3%	Decrease Rate 3%
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	2.9			
I feel safe at home	3.7			
I have a safe staff connection to talk to.	3.0			
I participate in school activities	2.3			
I am happy at school	2.6			
I am proud of my school	2.9			
My school is an outstanding school	2.5			
CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding very high (Grade 7)			

High Academic Motivation	36%			
School has very high academic expectations	35%			
Experienced harassment or bullying	34%			
Been under the influence at school	0%			
High level of school connectedness	17%			
High level of caring staff	24%			
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	4.68			
Peer support for learning	4.55			
Family Support for learning	4.57			
Relevance of school work	4.59			
Positive future outlook	4.57			
Intrinsic Motivation	4.48			
Students attending Extended Day:	# Attending Ext. Day: 100	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: 142 Male: 135	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	94%	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	Community Solutions Referrals: 3 Discovery Counseling Referrals: 37 Xinachtl: 5 Discovery Counseling Small Group: 5			
Additional site specific:				

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. Stipends and staff trainings
2. Support PBIS school-wide program including materials, training for staff, students, and parents.
3. Support after school sports program.
4. Establish and support intramural sports program.

Implementation status and actual actions completed to date:

1. Fund school climate coordinator stipend and school climate staff trainings for restorative justice and PBIS.
2. Purchase supplies for the PBIS program such as PBIS tickets
3. Fund buses for sports to increase all student participation in sports.
4. Fund two stipends for intramural sports.

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

- 1.

Allocation(s)

1. \$3,600
2. \$1,000
3. \$2,000
4. \$3,200

[return to budget summary here](#)

Source(s)

1. Unrestricted Lottery
2. Unrestricted Lottery
3. Extra Curricular
4. Unrestricted Lottery

Budget code(s)

**Anticipated
changes for
following year**

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

MTSS Description: Tier 2-3 Student Engagement

<p>Students served: <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income</p>	
<p>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:</p> <p>Actions as planned for the 2017-18 school year through the district LCAP:</p> <ol style="list-style-type: none"> 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. <p>Additional actions related to Tier 2-3 site specific student engagement activities supported in the SPSA</p> <ol style="list-style-type: none"> 1. Support the AVID program. 	
<p>Implementation status and actual actions completed to date:</p> <ol style="list-style-type: none"> 1. Purchase AVID licensing 2. Purchase AVID Weekly 3. Fund college visits for AVID students 	
<p>Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:</p> <ol style="list-style-type: none"> 1. Ongoing 	

Allocation(s)	<ol style="list-style-type: none"> 1. \$4,500 2. \$3,000 3. \$4,000 	return to budget summary here
Source(s)	<ol style="list-style-type: none"> 1. LCFF Supplemental 2. LCFF Supplemental 3. LCFF Supplemental 	
Budget code(s)		

**Anticipated
changes for
following year**

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

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation Grant	Other funding (ie donation)
Allocated	\$92,000	\$9,568	\$39,234	\$35,000	\$28,575	
Budgeted*	\$85,740	\$2,000	\$38,500	\$35,000	\$28,575	
Spent YTD						
Encumbered						
Available	\$6,260.00	\$7,568	\$734.00	0	0	
*SPSA budget by action tracker	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation Grant	Other funding (ie donation)
Action 1.1						
Action 1.2						
Action 1.3	6,800		4,400			
Action 1.4	24,850		14,500		28,575	
Action 1.5			5,200	35,000		
Action 1.6						
Action 1.7	44,790		2,400			
Action 2.1	500		500			
Action 2.2	1,000					
Action 3.1	7,800	2,000				
Action 3.2			\$11,500			

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. Wendy Sullivan	Parent	wendygsullivan@yahoo.com	5/14/18
2. Andrellie Van Wageningen	Parent	andrellie925@gmail.com	TBD
3. Gloria Komrosky	Parent	tripletmom2mrj@yahoo.com	5/14/18
4. Alex Aasen	Principal	aasena@mhusd.org	5/14/18
5. Bryanna Dolida	Student		
6. Catalina Degnan	Student		
7. Juliana Bremer	Teacher	Bremerj@mhusd.org	5/14/18
8. Neil Schwartz	Teacher	Schwartzn@mhusd.org	5/14/18
9. Kelly Herrell	Teacher	herrellk@mhusd.org	5/14/18
10. Eileen Resnick	Teacher	Resnicke@mhusd.org	5/14/18
11. Sarah March	Asst. Principal	marchs@mhusd.org	5/14/18

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	4	1	3	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
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - Student representatives
 - ASB
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Typed name of School Principal

Signature of School Principal

Date

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](#)