



Single Plan for Student Achievement (SPSA) 2018-2019



School name: San Martin Gwinn Environmental Science Academy		Morgan Hill Unified School District
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Link to District LCAP	Link to SARC	Link to Safety Plan
Link to State Dashboard	Link to School Website	Link To WASC resource appendix

Plan Summary:

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

San Martin/Gwinn School is a unique place that began in 1895 as a small country school in the southern end of the Coyote Valley. The plaza oak trees remind students, parents, and staff that no matter how many faces come through our school, the goal remains the same: to teach our children skills and strategies that will help them develop critical thinking and problem solving skills, prepare them for college, and maintain a safe and caring environment where students can be successful and prepare for the workforce.

On 2014, our school became an Environmental Science Academy, and we are proud of our Monarch Butterflies habitat, compost infrastructure, rain barrels, recycling system, and three student-grown organic vegetables and fruit gardens. During the last four years, our students have been working on supporting and improving our environment by these student-lead programs where they are learning lifelong learning and problem solving skills.

Our goal is to close the achievement gap in 21st century skills, reading, writing, science, and math with the widely diverse student groups that attend SMG, and simultaneously raise the academic performance of every student at our academy.

We believe that all of our students have the ability and right to learn and that students learn best in an emotionally and physically safe environment where each child is respected, valued, and included. We believe that all children can learn if we, their teachers, school staff, and community, identify what students know and use that knowledge as the basis for purposely planning each instruction. Our goal is to prepare each child for success in secondary and

postsecondary academic institutes or careers, both in the classroom as well as in their interpersonal relationships, allowing them to grow academically and socially into productive members of our society.

SMG is included in the After School Education and Safety (A.S.E.S.) Program which partners our school and the local Y.M.C.A. to provide literacy, academic enrichment, and safe after school activities for our students. Each year, 84 students attend our after-school YMCA program which includes an early dinner, homework assistance, academic enrichment lessons, physical exercise, and games. The program runs from 2:15 p.m. until 6:00 p.m. each day and is free of charge to all families.

Students at SMG also benefit from our ASPIRE (After School Program for Intervention and Enrichment), that focuses on reading and math intervention as well as other enrichment activities, such as:

- *Competitive soccer
- *Robotics
- *Drama
- *Art
- *Athletics
- *Structured Games
- Technology
- *Culture and Globalization
- Drums

In addition to this “free of charge” after school programs, our students benefit from other extracurricular activities sponsored by our Home and School Club. These activities include theater, folkloric dance, and mariachi.

The core curriculum is differentiated and based on Common Core Standards. Teachers receive regular Professional Development utilizing research-based strategies to enhance program delivery. The San Martin/Gwinn staff is also trained in interactive strategies from Guided Language Acquisition Design, systematic ELD, TCI science curriculum, Project-Based Learning, Guided Reading, Learning Disabilities, Positive Behavior reinforcement system (PBIS), and CCSS teaching strategies. Additional services are an integral part of the school day and may be augmented by a pullout program for special activities (reading interventions with Read 180/System 44 and Resource, as needed), afterschool enrichment, push in support for ELD and reading intervention from our Bilingual Instructors. All students work weekly in our science labs with our TOSA (teacher on Special Assignment) where they conduct research and science experiments. K-2 students reading below grade level receive additional daily reading services with our bilingual aides, and they use Lexia to support their individual reading needs. Students 3rd-6th grade reading below grade level attend Read 180/System 44 interventions on a daily basis for 90 minutes.

Students who excel academically in kindergarten through grade two are served within the classroom program, even though they are not formally identified as G.A.T.E. until the fourth grade. Teachers work with the GATE site coordinator to offer resources for advanced-level work and extensions to the core curriculum in 4th through 6th grades. Our GATE students meet once a week for 1.5 hours to work with our coordinator on specific assignments and field trips (i.e. ABC news and weekly announcements).

Focused English Language Development (ELD) instruction is provided for all English learners 40 minutes four days a week. All teachers at San Martin/Gwinn are certified to teach English learners and are either in the process of completing or have completed Cross-cultural, Language, and Academic Development (CLAD) training and are trained in Guided English Language Acquisition.

San Martin/Gwinn offers K-4 students a unique opportunity to participate in Dual Immersion Instruction through the DIME Program. Additional grade levels will be added annually until we have a full TK-8 Dual Immersion strand within the San Martin/Gwinn Program.

Student Demographics include: 45.5% English Language Learners; 16.7% Homeless; 11.6% Migrant; 9.5% Students with Disabilities; 64.6% Socioeconomically Disadvantaged.

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

- Highlight on suspension rates (progress in all subgroups) declined significantly.
- English learners, Hispanic, and socioeconomically disadvantaged students made significant increased in their ELA and Math performance as measured by SBAC assessments.

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.

- English learners and socioeconomically disadvantaged students made significant progress on ELA SBAC assessments by 10.6 and 14 points respectively.
- All students made improvement in ELA as they increased their ELA scores by 6.6 points (maintaining their status measured by the state indicator reference table).
- All students maintained their Math progress.
- EL only and EL reclassified students made significant increased in their ELA performance as measured by SBAC assessment (By 7.8 and 12.3 points respectively).
- Hispanic, English learners and socially disadvantaged students made progress in Math.
- EL only and EL reclassified students made significant increased in their Math performance as measured by SBAC assessment, maintaining the status (By 3.7 and 2.8 points respectively).

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?

Dashboard Metric	Groups in Orange	Groups in Red
Suspension	EL’s, Low SES, Hispanic	All Student, Homeless, White
English Language Arts	All Student	EL’s, Low SES, SWD, Hispanic
Mathematics	All Student, Hispanic	EL’s, Low SES, 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?

SMG doesn't have any performance gaps based on the results of this year's California Public School Dashboard

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.

Title 1 funds have been used to pay for our reading Teacher on Special Assignment who has addressed the needs and gaps of students who were reading significantly below grade level.

Another percentage of our Title 1 and LCFF funding has been allocated to hiring three bilingual aides, who support our EL and SES population by providing push in differentiated instruction.

Our staff, funding, and interventions have focused on ensuring that all of our students are proficient in math, reading, and writing. We allocate a good percentage of our Title 1 funding to ensure that our English Learners, foster/homeless students, and low socio economically disadvantaged students can attain proficiency in all areas and graduate from college.



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 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.

During the last two SSC meetings this year, on May 4th and June 7th, principal shared the allocations for next school year, and went over the goals and actions planned in order to align our funding with our district's LCAP goals. In addition to this, our budget was also shared with our ELAC committee on May 17, 2017.

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

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

Please refer to Goal 2 Metric Links for agendas and meetings for our Parent Engagement Meetings (ELAC, SSC, Cafecito, and Home and School Club meetings).



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)

During our SSC meetings, our committee agreed to continue allocating money to our reading intervention programs by hiring a 0.5 reading TOSA and three bilingual aides, who support our students in the classrooms in English Language Arts, Spanish Language Arts, and Math. Our committee also agreed to continue supporting programs and trainings that allows our Academy to have positive climate and culture by implementing PBIS, PEI, and trainings for our teachers in mental health areas.

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:	\$ 365,469
Total allocations for planned actions in the SPSA:	\$ 365,469
Percentage of school site budget allocated in the SPSA:	100 %
<p><i>Briefly describe any differences between budgeted and expended resources:</i> <i>Note for future reference: This year's SPSA does include one time grant dollars from the Live Oak Foundation that increase the totals above by \$28,575.</i></p>	
Total LCFF supplemental funds in the SPSA	\$ 94,587.57 (supplemental and extended day)
Total Federal funds in the SPSA	\$ 165,681.75 (Title 1)
Percent unduplicated student count	71.66 %
<p><i>Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students:</i> Fifty-nine percent of SMG's population is Title 1, and seventy-two percent of our students are in free and reduced lunch. Students with these needs are invited to ASPIRE (After School Program for Intervention and Enrichment) as needed. In addition, students who are reading two years below grade level participate in Read 180/System 44 reading interventions. Three bilingual aides rotate within classrooms to support small group instruction.</p>	
Total carryover funds to your site budget at the Fall first interim.	\$0
<p><i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i></p>	

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

Goal 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
Statement of Goal	
Priorities Addressed by this goal:	STATE 1 2 4 5 7 8 LOCAL PRIORITIES:
Identified Need	Based on the dashboard and students' performance in English Language Arts and Math, our main needs reflect a need for high quality first instruction in both areas. Special emphasis will be on our Hispanic, English Learners, and Low Socio-economic Disadvantage groups.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ K-8 schools

Goal 1: College and Career Readiness:		Link to metric instructions		
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
CAASPP (Dashboard)	CAASPP (Dashboard)			
ELA status/change	ELA status/change			
--All student	--All student			
Grade 3	Grade 3 2378.7			
Grade 4	Grade 4 2408.5/24.5			
Grade 5	Grade 5 2416.5/-2.8			
Grade 6	Grade 6 2470.5/3.3			
--Low SES	--Low SES			
Grade 3	Grade 3 2337.8	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 2378.8/19.9			
Grade 5	Grade 5 2379.7/-8.6			
Grade 6	Grade 6 2453.7/11			
--SWD	--SWD			
Grade 3	Grade 3 2304.6			
Grade 4	Grade 4 N/A			
Grade 5	Grade 5 2358.9/-13.4			
Grade 6	Grade 6 2380.2/-1.5			
--EL	--EL			
Grade 3	Grade 3 2320.4			
Grade 4	Grade 4 2339.8/-25.8			
Grade 5	Grade 5 2359.2/-23.7			
Grade 6	Grade 6 2392.4/-25.5			

<p>Math status/change</p> <p>--All student Grade 3 Grade 4 Grade 5 Grade 6</p> <p>--Low SES Grade 3 Grade 4 Grade 5 Grade 6</p> <p>--SWD Grade 3 Grade 4 Grade 5 Grade 6</p> <p>--EL Grade 3 Grade 4 Grade 5 Grade 6</p> <p>Science status/change</p> <p>--All student Grade 5 Grade 8</p> <p>--Low SES Grade 5 Grade 8</p> <p>--SWD Grade 5 Grade 8</p> <p>--EL Grade 5 Grade 8</p>	<p>Math status/change</p> <p>--All student Grade 3 2396.2 Grade 4 2423.5/10.4 Grade 5 2430/1.9 Grade 6 2470.5/3.3</p> <p>--Low SES Grade 3 2360.4 Grade 4 2378.8/19.9 Grade 5 2379.7/-8.6 Grade 6 2453.7/11</p> <p>--SWD Grade 3 2313.5 Grade 4 N/A Grade 5 2363.5/-18.8 Grade 6 2388.8/-8.5</p> <p>--EL Grade 3 2345.1 Grade 4 2378.8/-15.8 Grade 5 2395.4/-11.3 Grade 6 2378.9/-45.6</p> <p>Science status/change</p> <p>--All student Grade 5 N/A Grade 8</p> <p>--Low SES Grade 5 N/A Grade 8</p> <p>--SWD Grade 5 N/A Grade 8</p> <p>--EL Grade 5 N/A Grade 8</p>			
<p>Dashboard Academic Indicator Groups in Red/Orange:</p>	<p>Dashboard Academic Indicator</p> <p>ELA: All Students, English Learners, Hispanic, SES</p> <p>Math: All Students, English Learners, Hispanic, SES</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 (Dashboard & Data Q) --EL Progress: Green --status & change: 74.4, +14.3 --Reclass Rate: 12.5%</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>NWEA MAP Fall to Winter Growth: Compared to Nat. Growth ELA --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8 Math --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8 Science --Grade 2 --Grade 3 --Grade 4 --Grade 5 --Grade 6 --Grade 7 --Grade 8</p>	<p>NWEA MAP Fall to Winter School Growth: Compared to National Growth ELA School / National --Grade 2 63% +11.3 / + 6.7 --Grade 3 43% +7.3 / +5.3 --Grade 4 54% +5.3 / +4.0 --Grade 5 49% +3.9 / +3.1 --Grade 6 54% +2.1 / +2.4 --Grade 7 72% +0.7 / + 1.8 --Grade 8 *** -Math --Grade 2 83% +12.3 / +6.8 --Grade 3 68% +8.4 / +5.6 --Grade 4 51% +4.4 / +4.5 --Grade 5 49% +3.9 / +3.6 --Grade 6 68% +5.1 / +2.6 --Grade 7 44% +2.6 / +2.0 --Grade 8 *** Science: optional --Grade 2 *** --Grade 3 61% +6.7 / +3.8 --Grade 4 59% +4.4 / +3.0 --Grade 5 55% +3.6 / +2.5 --Grade 6 62% +4.0 / +1.9 --Grade 7 *** --Grade 8 ***</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>PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks</p>	<p>PSAT Exam --Participation: N/A for 2018 --Met ERW benchmark --Met Math benchmark --Met both benchmarks</p>	<p>Increase CCR (meeting both benchmarks) score 3 %</p>	<p>Increase CCR score 3 %</p>	<p>Increase CCR score 3 %</p>

<p>Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar.</p> <p>--Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar.</p> <p>--Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar.</p> <p>--Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar.</p> <p>--Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar.</p> <p>--Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.</p>	<p>Fountas & Pinnell by grade --Avg K Fall: N/A --Avg K Mar: N/A --At level Mar: N/A</p> <p>--Avg 1 Fall: 0.9 --Avg 1 Mar: 1.1 --At level Mar: 6%</p> <p>--Avg 2 Fall: --Avg 2 Mar: 2.5 --At level Mar: 38%</p> <p>--Avg 3 Fall: 2.6 --Avg 3 Mar: 3.1 --At level Mar: 35%</p> <p>--Avg 4 Fall: 3.4 --Avg 4 Mar: 3.0 --At level Mar: 13%</p> <p>--Avg 5 Fall: 4.4 --Avg 5 Mar: 4.8 --At level Mar: 35%</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>Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --PLC</p>	<p>Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science 1.88 --MTSS Academic: 3.1 --MTSS Soc Emot: 2.8 --PLC 3.2</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 Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: 120 --Read 180:14 --System 44:10 --LLI: 80 --Lexia: 29% use, 26% at GLev. --Study Island: 81,778</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>
<p>Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:</p>	<p>Special Education non SLP -RSP: # Referrals: 20 # Qualified: 12 # Exited: 0 % Non EL: % EL:</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>

	SDC # Referrals: 0 # Qualified: 13 -# Exited: 0 % Non EL: 46% % EL: 54%			
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	Core Area Grades (grades 6-8.) Grade 6 Tri 1 Tri 2 ELA 3.38 3.07 Math 2.88 2.95 Science 3.22 3.32 S.S. 3.12 3.43 Grade 7 Tri 1 Tri 2 ELA 1.78 1.30 Math 2.28 1.96 Science 3.22 3.32 S.S. 3.02 1.67	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.
Other Site Specific metrics: <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc. Honor roll, science fair, history day etc.</i>	5th Grade DIME Bilingual Award: Attainment Award: 8 Participation Awards: 18			

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. 0.5 reading TOSA
2. New Teacher Project serves three teachers from Mexico

Implementation status and actual actions completed to date:

1. Positions is currently open.

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

1. None at this time

Allocation(s)	1. \$59,587	Return to budget summary here
Source(s)	1. LCFF	
Budget code(s)	1. 2700	
Anticipated changes for following year	1. None at this time.	

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. Classified personnel (bilingual aides)

Implementation status and actual actions completed to date:

1. Positions are currently filled.

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

No revisions anticipated at this time.

Allocation(s)	1. \$101,827	Return to budget summary here
Source(s)	1. Title 1	
Budget code(s)	1. 2000+3000	
Anticipated changes for following year	1. None at this time.	

GOAL 1 ACTION 3: Aligned to [District LCAP](#)

MTSS Description: Tier 1-3 Prof. Development

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

Provide Professional Development to support high fidelity Tier 1, 2 & 3 instruction and program implementations from intensive intervention to enrichment:

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

Tier 1

1. Supervise a support network to provide assistance for veteran and intern teachers
2. Provided professional development opportunities for administrators.
3. Provide professional development opportunities for classified employees.
4. Supervise an induction program for new teachers
5. Provide PD to support implementation of core instructional programs (Math, ELA/ELD, Social Science, NGSS), instructional technology, assessment and strategic content.
6. Provide stipend positions for site leads to build internal capacity for ongoing training of core programs.

Tier 2 & 3

7. Provide PD to support for the unique needs of English Learners (CM, Systematic ELD), and EL Facilitators.
8. Provide PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.
9. Provide PD to support the social-emotional support, safety, and campus climate programs for at risk students.
10. Provide PD to support classified staff with enrollment, attendance and effective use of the student information system to monitor at risk students.
11. Provide PD to support the unique needs of students with disabilities
12. Provide PD to support the implementation of MTSS.

Additional Professional Development related to site specific programs and initiatives and supported in the SPSA

1. Conference registrations
2. Related Travel expenses
3. Sub release time
4. Hourly release time
5. PD Presenters

Implementation status and actual actions completed to date:

1. Send teachers to NGSS training, PBIS, and other related Core trainings.
2. Mileage, travel and accommodation
3. Release time to plan, observe practices, analyze data, and instructional rounds.
4. Additional time required for professional development in NGSS and Dual Immersion
5. PD presenter (Discovery Counseling)

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

Actions 1 through 5 will continue with professional development in the areas of NGSS, ELA, PBIS, and MTSS throughout the school year as programs come to a completion. Additional PLC time will be planned in order to support dual immersion and middle school expansion.

Allocation(s)	1. \$16,160
	2. \$1980
	3. 17,590

	4. \$150 Return to budget summary here
Source(s)	1. Title 1 2. Lottery Unrestricted 3. Title 1 4. Lottery Unrestricted
Budget code(s)	1. 1000
Anticipated changes for following year	1. None at this time.

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. 0.5 Science Camp Stipend
2. 1.0 Science Stipend; Student Council and GATE stipend
3. NGSS science lab materials
4. 3D Printer; Lego Robots, technology classes
5. Purchase of Naviance for Middle School and Cal Soap Career Readiness lessons and materials
6. Materials purchased for Meet the Masters lessons
7. GATE, Safety Patrol, and student council stipend
8. Purchase of 72 Chromebooks for incoming 6th graders and DIME classes as well as replacement of broken devices
9. Replace of parts and repairs of Smartboards
10. Purchase of Go Guardian licenses to ensure internet safety

Implementation status and actual actions completed to date:

1. Teacher pullout program based on reading levels (Read 180/System 44)
2. Coordinates and organizes presentations for students and parents
3. Coordinate and organize the materials and lessons for students at all grade levels receive one period of science hands-on lab a week.
4. No purchases
5. Additional funding to support dance, theater, visual arts, Robotics, 3D Printer, and music into the instructional day for all student access.
6. Implementation of Naviance on the Elective wheel for middle school
7. Support for HSC to continue program
8. Extra curricular activities that support students safety and school climate
9. Orders in place for next year
10. As needed

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
 All actions have been approved to continue for 2018-2019 school year.

Allocation(s)

1. \$800
2. \$6,127
3. \$2,415
4. \$28,735
5. \$35,000
6. \$6150

[Return to budget summary here](#)

Source(s)

1. Title 1
2. Lottery Unrestricted
3. Title 1
4. Live Oak Grant
5. Extended Day Funds
6. Title 1

Budget code(s)

1. 1000
2. 1000
3. 1000 and 2000
4. 3100
5. 2000

Anticipated changes for following year

1. None at this time

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. Extensive Reading intervention ASPIRE
2. Read 180 /System 44, Lexia, LLI, and Study Island
3. N/A
4. N/A
5. Leveled Literacy Intervention personnel and materials (LLI) and Mondo
6. Cal Soap tutors support in classrooms with migrant students as well as to teach College and Career Readiness
7. ASPIRE team for intervention, creativity, and enrichment
8. Three Bilingual Aides to support small group instruction
9. One class of 11 migrant children with parent support
10. Bilingual aide support for small group designated ELD instruction
11. N/A
12. Release time for SSTs/ IEPs (Substitutes)
13. Release time for planning for focused students (Substitutes)
14. Provide one hour prep time for Middle school teachers (PE-Tony Vasquez)

Implementation status and actual actions completed to date:

All programs are currently in action until 6/

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

All support programs for Tier 2 and 3 levels are approved and ready to continue implementation for 2018-2019.

Allocation(s)	<p>Personnel used for these interventions have been mentioned on actions 1.1, 1.3 and 1.4 14. \$11,000</p> <p style="text-align: center;">Return to budget summary here</p>
Source(s)	Unrestricted Lottery
Budget code(s)	4200
Anticipated changes for following year	There are no changes anticipated at this time for 2018-2019

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. SARC and Safety plan completed
2. Data talk shared with teachers during professional development, and live data monitored by grade levels during PLC time throughout the school year.
3. Middle School, Kinder, and DIME orientations to the community and parents several times a year to inform stakeholders about the vision, mission, and site specific programs at SMG.

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

1. No revision or changes on actions expected at this time.

Allocation(s)	1. N/A	Return to budget summary here
Source(s)	1. N/A	
Budget code(s)	1. N/A	
Anticipated changes for following year	Increase of one hour PLC/Data driven workshop a trimester for grade levels to analysis current data and design interventions as needed.	

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. Operating Supplies
 - a. Classroom Supplies
 - b. Health Supplies
 - c. Chromebook replacement/repair
 - d. Blackboard Connect
 - e. Printing
 - f. Postage
 - g. Repair contracts copier/laminator/duplicator
 - h. Lobby Guard
 - i. Office Supplies
 - j. Negative lunch balance

Implementation status and actual actions completed to date:

1. All repairs have been completed as needed

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

1. Approval to continue expenses for 2018-2019

Allocation(s)

1. \$21,900
2. \$6150
3. \$5000

[Return to budget summary here](#)

Source(s)

1. Lottery Unrestricted

	<ul style="list-style-type: none"> 2. Title 1 3. Lottery Unrestricted
Budget code(s)	<ul style="list-style-type: none"> 1. 1000-2700-3140 2. 1000 3. 2700
Anticipated changes for following year	<ul style="list-style-type: none"> 1. Reduction of invoice for unpaid breakfast and lunch per active monitoring of office staff and kitchen.

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	SMG Environmental Science Academy will continue to support and sponsor all parent involvement at our school site in a wide variety of forms. As educators, SMG values and acknowledges the importance of parent participation in school activities. As a school, we will continue to promote a variety of parent programs and activities to encourage and train parent in physical and emotional safety.

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: 96	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Total Raised: \$72,000 Total Allocated: \$65,000	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone Completion rate: 80%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate: 99%	Close gap to 100%	Close gap to 100%	Close gap to 100%

Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 40% with an average of 54 times per student (as of March 15).		Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education program completers	Parent Education program completers: 5 parents CABA Ten parents are participating on level 1 CABA parenting program		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:	English Survey 4.15	Spanish Survey 2.75	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
Our school encourages parent volunteers in a variety of roles:	English Survey 4.31	Spanish Survey 3.5	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	English Survey 3.77	Spanish Survey 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 are satisfied with level of 2-way communication	English Survey 3.62	Spanish Survey 3.25	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	English Survey 3.23	Spanish Survey 4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school is physically safe:	English Survey 3.69	Spanish Survey 2.5	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:	English Survey 3.69	Spanish Survey 3.33	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language ¹
Our school values diversity:	English Survey 3.77	Spanish Survey 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 satisfied with learning environment	English Survey 3.38	Spanish Survey 4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language

Our school has a challenging curriculum	English Survey 3.38	Spanish Survey 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
Parents encourage after school participation	English Survey 4.15	Spanish Survey 4.5	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	English Survey 3.54	Spanish Survey 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
Our school has a high variety of extended programs available.	English Survey 3.46	Spanish Survey 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
My child likes school:	English Survey 3.77	Spanish Survey 4.0	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child feels safe at school:	English Survey 3.85	Spanish Survey 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
Additional site specific Cafecito Back to School Night Open House attendance Family Activity events (Dads on Duty, Moms on a Mission, Father/Daughter Dance, Mom/Son glow party, Santa's Breakfast, Spring Music Program, Fun Run, Ice Cream Social, Movie Nights) Project Cornerstone, Los Dichos) Families referred to SLS (food/clothing support) CABE classes.	Cafecito with the principal were held 6 times this year on Fridays. An average of 15-20 parents attended these meetings. Back to School night and Open House have been highly attended All of our Home and School Club after school events have been extremely successful. Movie nights are held once a month both in Spanish and in English with an average of 30 families attending. Fifteen parents are involved in our academic and enrichment programs (CABE levels 1-3). Parent Nutrition Classes had 15 parents, and Strengthening Families had an attendance of 10 parents.				

	<p>ESL Adult classes had an attendance of 15 parents, but it got reduced to 2 at the end due to fingerprinting requirements.</p> <p>Take it Personally had an attendance of 12 parents, and Mental Health Class had 15 parentes.</p> <p>Five of our parents graduated from our CAFE, level 3, parenting classes.</p> <p>All our students benefit from 7 of our parent driven "Los Dichos" lessons that support or character building and assets.</p> <p>Eight SMG Families participated in Triple P (Positive Parenting Program) this school year.</p> <p>Fifteen of our families received help from Cecelia's Closet.</p> <p>50-80 families receive groceries from Second Food Harvest.</p> <p>10 Families (over 30 students) have received gift cards for shoes from Walking with Dignity.</p>			
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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. SMG pays for 55 parents' fingerprinting
2. SMG encourages and supports parent representation at DELAC
3. Blackboard Connect and Administrators cell phone
4. Provide training and babysitting to parents during ELAC and SSC meetings
5. Parent engagement surveys were conducted during ELAC, HSC, and SSC meetings
6. Coordinated a district level
7. Coordinated by Speds Department

Implementation status and actual actions completed to date:

1. Completed
2. On going
3. On going
4. Completed and successful
5. Completed and submitted to DO
6. A small number of parents from SMG attended the College and Career Informational Nights
7. One of our parents represented SMG for Special Education Meetings

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

SMg will continue to support fingerprinting to increase parent engagement. At this time, we don't anticipated any changes.

Allocation(s)

1. \$1950
2. \$0
3. \$2,500
4. \$2000

[Return to budget summary here](#)

Source(s)

1. Lottery Unrestricted
2. N/A
3. Lottery Unrestricted
4. Title 1

Budget code(s)	<ol style="list-style-type: none"> 1. 2495 2. N/A 3. 2495; 2700 4. 2495
Anticipated changes for following year	None at this time

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. SMG will continue with 3 bilingual aides to support our EL designated time, our DIME program, and small group instruction in combo classes
2. Our community Liaison will continue to support and engage parents to participate in a wide variety of activities and options.
3. Our attendance clerk, community liaison, and bilingual aides will support translation services during conferences and parent meetings.
4. SMG's Community liaison supports our parents and community on any educational services.
5. SMG's Community liaison supports our parents and community on any educational services.
6. SMG Staff participated on EEI professional training for our social studies and ELA/ELD professional development from SCCOE
7. Input on LCAP was gathered during ELAC, SSC, and HSC meetings
8. ELAC parents received a mental health training from Momentum Outreach
9. Community Liaison does outreach to parents and works closely with the principal to ensure support to all our learners.

Implementation status and actual actions completed to date:

All planned and designed actions have been completed and accomplished to date.

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

No changes anticipated at this time. SSC and ELAC continue to support all these actions in order to provide high quality education for parents and students.

Allocation(s)

1. See action 1.5
2. N/A (part of the job description)
3. \$1,800
4. \$1925
5. N/A
6. No cost
7. N/A
8. N/A
9. No cost from school funds

[Return to budget summary here](#)

Source(s)	2. Title 1 4. Lottery Unrestricted
Budget code(s)	1000
Anticipated changes for following year	Continue to provide professional development of SMG staff in the areas of environmental science and ELA/ELD frameworks.

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	San Martin/Gwinn's attendance goal this year is to increase student attendance to 96.5%. We currently have an attendance rate of 94.80%. As a school team, we will continue encourage students to attend school with engaging and enrichment activities, as well as providing our students a safe place where they can reach their potential and learn in a fun and dynamic way. We will continued to recognize those students who are at school on time, as well as monitor absences through calls, follow up meetings, and truancy letters.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate:	Month 11: 94.8%	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: 11.7% SWD 10.1% SED: 13.7% Foster: *** Homeless: 22.3% EL: 11.8% White: 16.1% Latino: 11.2%	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: 68 --# Second Notice: 63 --# Third Notice: 13 --# Conferences: 13 --# Hearings: 0	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: 5% SWD: 4.4% SED: 4.3% Foster: *** Homeless: 4.3% EL: 2.7% White: 8.1% Latino: 4.2%	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: 0 Violence/fighting: 34 Weapons: 0 Behavior/Bullying: 5	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	2.91			
I feel safe at home	3.67			
I have a safe staff connection to talk to.	3.25			
I participate in school activities	2.63			
I am happy at school	2.24			
I am proud of my school	3.03			
My school is an outstanding school	3.13			

CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding favorably (Grade 7)			
High Academic Motivation	27%			
School has very high academic expectations	34%			
Experienced harassment or bullying	33%			
Been under the influence at school	0%			
High level of school connectedness	17%			
High level of caring staff	22%			
Feeling very safe at school	61%			
NWEA SEL survey	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	3.96			
Peer support for learning	3.91			
Family Support for learning	4.32			
Relevance of school work	4.10			
Positive future outlook	4.40			
Intrinsic Motivation	3.71			
Students attending Extended Day:	# Attending Ext. Day: 120	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:	Athletics teams- Female: 25 Male: 25 Soccer HSC supported plan: 60 students	Maintain consistent program	Maintain consistent program	Maintain consistent program

Staff Survey PBIS Implementation:	36 Staff members completed the survey	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	CBO: SLS SGP: 8 (Middle School)			
Additional site specific: <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>				

GOAL 3 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Student Engagement

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

Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment. Specifically by:

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

1. Deploy as optional, the K-12 [service learning program](#).
2. Implement Positive Behavior Interventions and Supports (PBIS)
3. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)
4. Partner with the YMCA programs and services related to Project Cornerstone.
5. Develop and implement strategies to increase student attendance at all grade levels
6. Support schools to refine and update school safety plans
7. Implement student educational program for suicide prevention.
8. Provide large group social emotional learning opportunities to support healthy life skills and choices.
9. Conduct district wide climate surveys
10. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.

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

1. SMG will continue to work on PBIS Tier 3 training.
2. Sheriff's department will continue to train staff at Run-Hide-Defend and ensure our students are safe.
3. SMG will continue to implement Project Cornerstone and Los Dichos.
4. Principal and staff will continue to implement, discuss, and share "Six Pillars of Characters" through announcements, Panther Paw recognitions, and monthly character awards.
5. Students will continue to participate in daily recognitions and rewards for on time attendance.
6. SSC, HSC, and ELAC will continue to work and design an effective and seamless safety plan.
7. Students will continue to benefit from the support of counselors from PEI and Discovery Education. We will continue to monitor our students behavior and emotional well being, and the staff will continue to support by referring to PEI and conducting classroom social skills workshops.
8. Students will be supervised by Yard Duties during breaks and before school.
9. Students will receive lunch as needed and will receive services from the health clerk on site

Implementation status and actual actions completed to date:

1 to 7 All programs have been implemented regularly with acceptance from students and families. Over 80 students received counseling and therapeutic support from PEI and Discovery Counseling.

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

SMG will continue to monitor attendance, provide programs that support the development of personal assets, and provide PEI counseling to students as needed.

- | | |
|---------------|--|
| Allocation(s) | <ol style="list-style-type: none"> 1. \$1000 2. \$24,087 9. \$1,400 |
|---------------|--|

Source(s)	1. Donations 2. Unrestricted Lottery 9.Lottery Unrestricted
Budget code(s)	1000
Anticipated changes for following year	No anticipated changes at this time.

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. ASPIRE after school program will continue to benefit our students with interventions and enrichment classes.
2. Middle School will continue to utilize Naviance and Cal Soap College and Career readiness programs.
3. PEI support will be offered to students based on their emotional needs. Social skills lessons will be given to all students by PEI personnel.
4. Anti-bullying assemblies (Kaiser) will help students deal with emotional changes and needs.
5. CARE team will help monitor at risk students in middle school.

Implementation status and actual actions completed to date:

Over 120 students were serviced this year at our ASPIRE after school program, and over 80 students and 10 families received counseling support and parenting classes.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)
These programs will continue at SMG to foster a safe and fun learning environment for our students.

Allocation(s)	Return to budget summary here
Source(s)	Extended Day Allocations
Budget code(s)	
Anticipated changes for following year	Non at this time.

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

	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation	Federal Title 1	Other funding (ie grants)
Allocated	\$75,105	\$1,521	\$59,587	\$35,000	\$28,575	\$165,681	
Budgeted*	\$73,869	\$1,521	\$59,587	\$35,000	\$28,575	\$162,694	\$1,000
Spent YTD							
Encumbered							
Available							
*SPSA budget by action tracker	Unrestricted Lottery	Extracurricular	LCFF Supplemental	Extended Day	Live Oak Foundation	Federal Title 1	Other funding (ie grants)
Action 1.1			\$59,587			\$16,160	
Action 1.2						\$101,827	
Action 1.3	\$1,980					\$17,592	
Action 1.4	\$6,127			\$35,000	\$28,575	\$9,365	
Action 1.5	\$11,000					\$7,800	
Action 1.6							
Action 1.7	\$21,900					\$6,150	
Action 2.1	\$4,450					\$2,000	
Action 2.2	\$1,925					\$1,800	
Action 3.1	\$26,487	\$1,521					\$1000
Action 3.2							

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. Zach Hayes	Parents	zacharydhayes@mhusd.org	5/30/18
2. James Aguilera	Parents	jamesaguilera@yahoo.com	
3. Amy Anderson	Teachers	andersona@mhusd.org	
4. Shannon Rafat	Administration	rafats@mhusd.org	
5. Candy Barajas	ELAC	july3791@gmail.com	
6. Esmeralda Morales	ELAC	essmy9@gmail.com	
7. Cheryl Van Deventer	Classified	vandeventerc@mhusd.org	
8. Claudia Olaciregui	Administration	olacireguic@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	2	1	1	4	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
School Site Council
Special Education
Gifted and Talented
Foster, homeless, disadvantaged
English Language Advisory Committee

Student Stakeholder Groups

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:

Claudia Olaciregui

Typed name of School Principal

Signature of School Principal

5/30/18

Date

James Aguilera

Typed name of SSC Official

Signature of SSC Official

5/30/18

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](#)