



Single Plan for Student Achievement (SPSA) 2018-2019



School name: Ann Sobrato High School		Morgan Hill Unified School District
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Link to District LCAP	Link to SARC	Link to Safety Plan
Link to State Dashboard	Link to School Website	Link to current WASC report

Plan Summary:

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

Ann Sobrato High School is a comprehensive high school supporting grades nine through twelve, and was ranked in the top 3 percent of high schools in the nation according to U.S. News & World Report in 2018. The school opened in August 2004 and the student population is approximately 1450 students. Sobrato is located on the southern boundary of San Jose and the northern boundary of Morgan Hill. The student population is drawn from suburban and rural areas of south San Jose, Morgan Hill, Coyote Valley and San Martin.

Before the school opened, teachers who volunteered to become the founding staff established Sobrato's guiding principles. These have been regularly reviewed and were again validated during our last accreditation review by the Western Association of Schools and Colleges (WASC) in 2014, resulting in the highest possible rating of a six-year accreditation. In 2017 the visiting committee confirmed we are making progress on our six-year goals. Our guiding principles include strong belief statements regarding standards, expectations, assessments, personalization, learning, culture and environment, lifelong learning, professional development and collaboration, and continuous improvement. We are pleased that our student achievement data demonstrates that our cycle of inquiry, analysis, dedication to personalization, student support, and professional collaboration are increasing the quality of our educational outcomes.

We follow a modified block schedule to allow opportunities within the classroom for increased support, enrichment, and personalization. Tutorial period is held every Tuesday, Thursday and Friday during the school day totaling 115 minutes each week. Advisory classes meet once a week to discuss academic and social issues, as well as to assist with scheduling and academic counseling. In Spring 2017, students and staff were introduced to Naviance, a comprehensive college and career readiness platform that helps schools align student strengths and interests to postsecondary goals. Families were provided access and training on this program as well. Advisory lessons incorporate the use of Naviance throughout the year. The four-year Advisory program culminates with a Senior Exhibition project which allows seniors to reflect on their high school journey and post-secondary goals. These model programs were the foundation for our California Gold Ribbon Schools award, a distinction given to only 13% of the secondary schools in Santa Clara County.

At Sobrato, we offer a variety of educational opportunities that prepare students for both college and career-focused post-secondary options. In addition to rigorous advanced and AP classes offered in nearly every subject, students can also take several Career Tech Education (CTE) classes to acquire career skills and experience. In May 2015 Sobrato received one of only ten awards in the State of California for Exemplary CTE Programs. We offer CTE pathways in the following areas: Design, Visual & Media Arts; Production & Managerial Arts; Agriscience; Agriculture Mechanics; and Agricultural Business. In addition, each spring we host a comprehensive Career Expo during the school day in which we invite over 70 career experts to speak to students in small groups based on their career interests. The same model is used each fall as we participate in Santa Clara County's College Day. A spectrum of post-secondary options was celebrated during our first College Signing Day, as seniors announced their plans for next year during lunch to their peers, as well as school board members and the mayor. Our seniors' plans included military options, career tech programs, as well as 2- and 4-year colleges

Advancement via Individual Determination (AVID) elective courses support students with study habits, employ engaging guest speakers, and offer inquiry-based tutorials twice a week. The writing process, Socratic questioning, collaborative learning, organizational techniques, and reading are the core strategies of this program. Although AVID serves all students, it focuses on those traditionally underrepresented in colleges and universities: Hispanic students, African-American students, first-generation to go to college students, and socio-economically disadvantaged students. Sobrato has increased participation in the program to its current 5 sections representing students in grades 9-12, and more than 17 teachers have attended AVID training in addition to the 5 elective teachers. As a result, all students use AVID strategies in multiple classes throughout their school day. In the fall of 2015, Sobrato High School was recognized as an AVID Certified Site and in 2017, a Highly Certified Site. The validation study results indicate that schools implementing AVID at the highest levels of integration show evidence of significantly higher student achievement across all academic and course enrollment outcomes. To that end, our students are more likely to have higher levels of participation in AP® courses and exams, are more likely to take the SAT® or ACT®, are more likely to complete college entrance requirements, and are more likely to plan on attending college. This year, 100% of our AVID senior class completed four-year college applications.

Although Sobrato operates a complete program for Special Education-identified students, including Resource (RSP) and Special Day Classes (SDC), the majority of our Special Education students participate in an inclusion program and are supported through Collaborative mainstream classes. In addition, Sobrato has an English Language Development (ELD) program serving language learners in ELD-leveled classes as well as in mainstream courses with support. CELDT testing, updated Student Progress Profiles, and re-designations occur annually under the administration of the ELD coordinators. The ELPAC, which will replace the CELDT, will be administered beginning in Spring 2018.

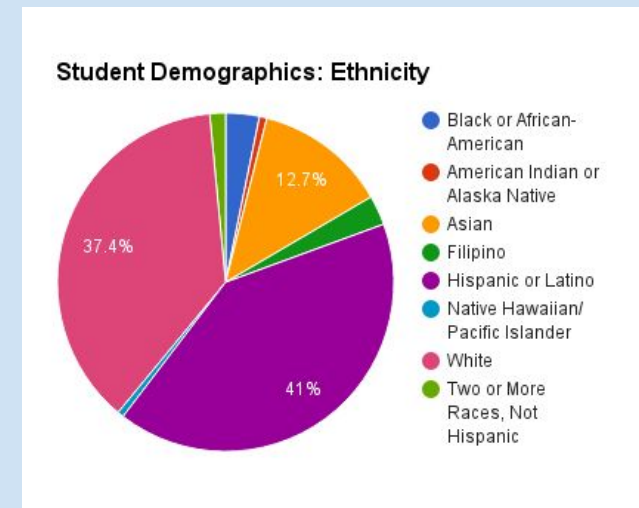
Since Sobrato opened 14 years ago, we have increased the number of Advanced Placement (AP) opportunities to accommodate the diverse interests and ability levels of our students. We currently offer AP classes in 17 curricular areas: Physics 1, Physics 2, Chemistry, Biology, Environmental Science, Calculus AB, Calculus BC, Statistics, Computer Science, English Language, English Literature, U.S. History, World History, Psychology, French, Spanish, and Studio Art.

With our equity focus, we have deliberately implemented programs that will address narrowing the achievement gap by providing opportunity and access to all students. In 2013 and 2016, we partnered with the Equal Opportunity Schools (EOS) program to receive support in increasing the number of underrepresented youth (specifically English Learners and low-SES) in Advanced Placement (AP) courses. The developmental assets of grit, growth mindset, self-efficacy, and academic strategies as evidenced by student surveys as well as academic performance and teacher recommendations were used as indicators of AP readiness. As a result, our AP enrollment increased to - and remains at - approximately 60% and we reached parity with our general population. Additionally, the number of seniors recognized as AP scholars by College Board doubled from 2016 to 2017. Data collected by EOS places Ann Sobrato High School among the 1% of schools in the country whose AP enrollment mirrors the demographics of overall student population. We plan to renew the partnership with EOS in the 2018-19 school year to continue supporting this work.

Sobrato partners with a variety of community organizations to support our students. Some examples are Cal-SOAP, Discovery Counseling, Community Solutions, Rotary Club, Morgan Hill Chamber of Commerce, and the Edward “Boss” Prado Foundation among others. The school boasts a plethora of co-curricular programs including over 40 clubs including academics, service, and student interest. Some examples are National Honor Society, Red Cross Club, Interact, Peer Counseling, California Scholarship Federation, Drama Club, Robotics, Math Club, M.E.Ch.A, Future Business Leaders of America, and Acts of Random Kindness Club. Sobrato’s athletics program offers 11 girls’ sports (cross country, golf, tennis, field hockey, volleyball, basketball, soccer, water polo, swimming, softball, and track and field), 11 boys’ sports (football, cross country, golf, tennis, water polo, basketball, soccer, baseball, swim, track and field, and volleyball), and 4 coed sports (wrestling, badminton, cheerleading, and diving) including frosh/soph, junior varsity, and varsity levels of competition. The annual participation in interscholastic athletics totals approximately one-half of our student population.

The Sobrato student population has remained consistent over the last three years. The percent of students who are considered socioeconomically disadvantaged has increased from 31.1% to 34.1%, and the percent of students who are classified as English Learners has decreased from 5.9% to 5%. The number of reclassified students has increased in the last three years; currently 27% of our student population are reclassified English proficient and only 18% were considered reclassified during the 2014-15 school year.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	1425	1451	1477	1468	1464



The ethnic breakdown of our student population has remained fairly consistent over the last few years.

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 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.

Additionally, the SPSA supports our critical areas of focus as we prepare for our 2019-20 WASC Self-study:

1. **Student Achievement:** Focus on achievement of 9th graders in English, biology, and math
2. **Communication:** Improve communication with all stakeholders
3. **Technology:** Implement site technology plan in conjunction with district plan
4. **Professional Development:** Develop a strategic plan that utilizes data to further professional growth that supports student achievement and school climate

Review of Performance:

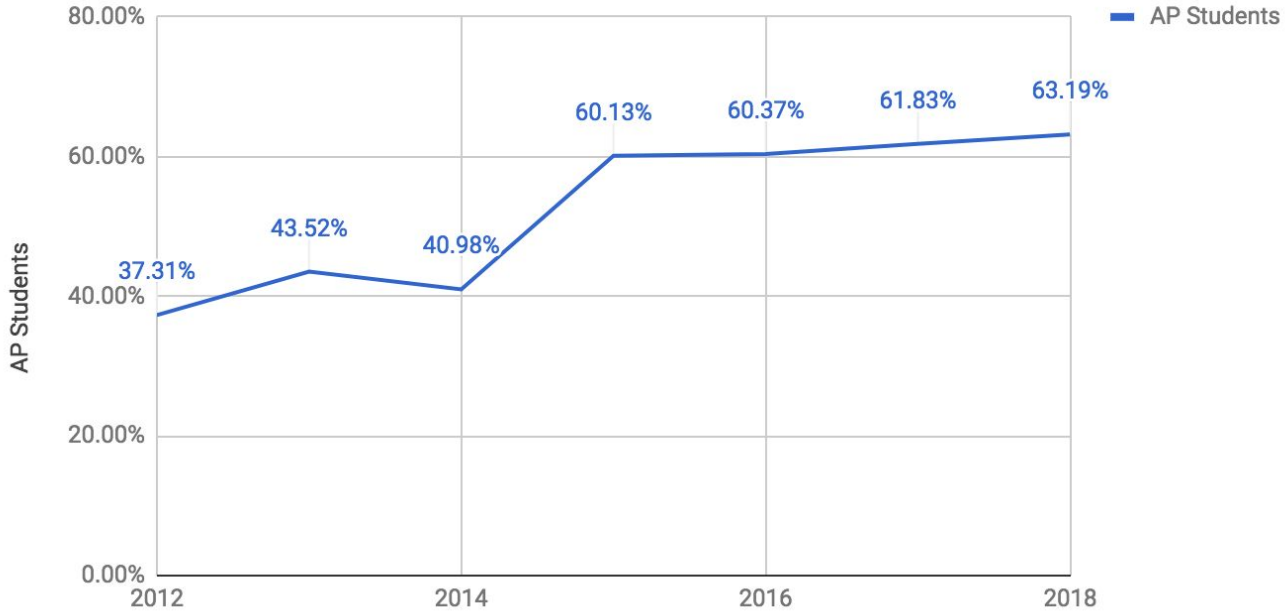
GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the 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.

Advanced Placement Enrollment

Generally, our AP enrollment has increased significantly since 2014, but has remained consistent for the last year. Over 60% of 10th-12th graders are enrolled in at least one AP class, and the demographics of our AP classes reflect the demographics of our overall population. It was our goal in 2013-14 to reach parity in our AP program for the 2014-15 school year, and we met and have maintained that goal. We have worked to put systems in place to maintain parity, and will continue that work this year.

Percent of eligible students enrolled in AP classes

% of Students enrolled in at least 1 AP Class



Year	2011	2012	2013	2014	2015	2016	2017
Enrollment	374	425	443	445	638	681	673
Percent of Population (10th-12th graders)	34.28%	37.31%	43.52%	40.98%	60.13%	60.73%	63.9%

Graduation Rates

	Sobrato	County	State
Overall	93.7%	83.0%	83.2%
EL	74.1%	57.1%	72.1%

SED	87.7%	71.7%	79.3%
Migrant	92.9%	72.1%	81.6%

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?

SBAC Data

ELA

Entity	Pass Rate (%)
Sobrato	72%
Gilroy Unified	48%
Los Gatos - Saratoga	85%
Milpitas	70%
County	62%
State	48%

California vs. Sobrato Pass Rate Comparison

	2015	2016	2017
California Pass Rate	56%	59%	60%
Sobrato Pass Rate	77%	73%	74%

SBAC ELA Proficiency by Ethnicity 2017

Sub-Group	Filipino	Hispanic or Latino	Black or African American	White	Asian
Percent Proficient or Above	83%	60%	81%	81%	82%

An analysis of the achievement data broken down by demographics reveals the same issue that has been revealed by standardized testing in past years. The gap in achievement between white and Asian students and Hispanic or Latino students persists at Sobrato. As teachers work in PLCs to analyze data from common assessments, teachers view the demographic breakdown in addition to the general scores by standard. Most English teachers regularly use explicit language support for students to practice using academic language in hopes of accelerating the students who struggle with assessments like the SBAC and AP exams.

SBAC ELA Proficiency by Student Group

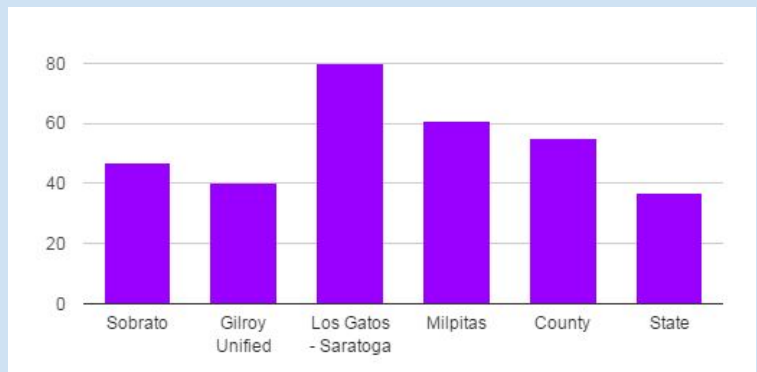
Student Group	SED	EL
2015	59% met 35% nearly met	15% met 42% nearly met
2016	57% met 38% nearly met	29% met 29% nearly met
2017	20.75% exceeded 38.68% met 24.53% nearly met	Less than 5% of assessed population, so no data

Two significant student groups that are not passing the SBAC at the same rate as their peers are students who are socioeconomically disadvantaged, and students who are language learners. In 2017, 21% of students who are socioeconomically disadvantaged exceeded standards on the ELA exam, which is the first time students from that subgroup have reached the exceeding standards range. The overall pass rate for this group increased by 2%. Since less than 5% of students assessed were classified as English Learners, there is no data to show for 2017.

MATH

	2015	2016	2017
California Pass Rate	29%	33%	32%
Sobrato Pass Rate	51%	47%	50%

The math pass rate increased for 2017. Students took the test before their AP exam, which may have contributed to better testing conditions for students. Our pass rate went up by 3% while the state average dropped by 1%. While our staff is still focused on improving student outcomes on the math exam, our scores are still significantly higher than the state average and opposite the trend of most high performing schools which saw significant decreases as the state continues to calibrate and modify its testing program (See the MHUSD LCAP, pg 13 for an explanation of SBAC reliability issues).



Sub-Group	Filipino	Hispanic or Latino	Black or African American	White	Asian
Percent Proficient or Above	58%	33%	45%	55%	73%

While the overall pass rate increased, there are still significant inconsistencies in how different groups of students perform on the math CAASPP. Teachers analyze this data in PLCs.

Math By Subgroup

Student Group	SED	EL
2015	6% - exceeded 16% - met 30% - nearly met	17% - met 42% - nearly met
2016	10% - exceeded 13% - met 28% - nearly met	10% - met 29% - nearly met
2017	6% - exceeded 24% - met 33% - nearly met	Less than 5% of assessed population, so no data

In 2017 the pass rate for students who are socioeconomically disadvantaged increased by 7 percent, and more students have moved into the “nearly met” standard which shows an effort in preparation by teachers and students.

Advanced Placement Data

Year	Number of exams passed	Percent of exams passed
2014	417	54%
2015	470	44%
2016	500	45%
2017	494	45%

During the 2013-14 school year, we worked with Equal Opportunity Schools to increase equity in our AP enrollment. We used survey data to identify students who had academic assets such as growth mindset and self-efficacy, as well as other important criteria, but who were not yet enrolled in an AP course. We created a collaborative spreadsheet to keep track of conversations with those students and their preferences for which AP class they’d like to take the following year. With this system in place, we were able to reach parity with our overall enrollment. From 2014 to 2015, our percent of eligible students enrolled in AP classes increased from 40% to 60%. The overall pass rate for AP exams decreased from 54% to 44%. From 2015 to 2016, both the

enrollment rate and pass rate maintained about the same. While our staff is supportive of the effort, there are concerns among the teachers and parents about the drop in overall pass rates, so that is a next step for our staff. There is also a challenge to explain the difference in pass rates between our school and the state and global pass rates. Many parents and community members are not aware of the difference in policies regarding AP enrollment within schools across the state or the country. In some schools, students must qualify for an AP class by completing a pre-requisite or taking an exam. In other schools not all students in an AP class take the exam. These practices increase pass rates. At Sobrato, all students are expected to take the AP exams and every course has 90-100% exam participation. Our pride in our AP program comes from the fact that it is rigorous and equitable, but the pass rates are most frequently used to judge the quality of a program.

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?

African American students make up 3.4% of our overall enrollment. According to the California School Dashboard, this represents 5 student suspensions. Although our overall suspension rate is relatively low, the system must continue to improve. In 2017-18 the school began exploration and preparation for Positive Behavioral Interventions & Supports in anticipation of 2018-19 rollout, as well as restorative practices to provide alternatives to suspension.

	Student Performance	Number of Students	Status	Change
All Students		1,555	Medium 2.4%	Declined Significantly -3.2%
English Learners		138	Medium 2.2%	Declined Significantly -7.1%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		516	Medium 4.1%	Declined Significantly -4.1%
Students with Disabilities		138	Medium 4.4%	Declined Significantly -10.5%
African American		54	High 9.3%	Increased +2.1%
American Indian		9	*	*
Asian		169	Medium 1.8%	Declined -1%
Filipino		42	Very Low 0%	Declined Significantly -3%
Hispanic		655	Medium 2.9%	Declined Significantly -4.8%
Pacific Islander		10	*	*
Two or More Races		29	Very High 10.3%	Increased Significantly +10.3%
White		580	Low 1%	Declined Significantly -3.4%

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.

In 2017-18 we increased to a full-time CARE counselor (up from 60% in 2016-17) dedicated to Sobrato students. This allowed the counselor to increase his caseload and also offer academic counseling. We are continuing to assist these target populations that are enrolled in AP courses through academic and financial support. We will increase our outreach for Spanish-speaking parents, including parent education classes and technology support.

SPSA Monitoring, Revision, and Stakeholder Engagement:

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

The primary creation of the SPSA was accomplished via consultation with and preliminary approval by the School Site Council. Other stakeholders with input were ELAC, site leadership team, and student leadership. Input that informs the SPSA is gathered throughout the school-year as this is a working document and needs to be revisited and revised as needs change. In addition, areas for growth were also identified in our WASC mid-term progress report in Spring 2017 and will continue to be monitored in anticipation of our Spring 2020 full review.

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)

Through School Site Council, ELAC, and other stakeholder meetings in 2017-18, recommendations from ELAC and SSC were solicited, discussed, and included in the SPSA. See the Goal 2 Parent Engagement metric grid in this document for links to agendas and minutes.

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:	\$ 283,986.90
Total allocations for planned actions in the SPSA:	\$ 283,986.90
Percentage of school site budget allocated in the SPSA:	100%
<i>Briefly describe any differences between budgeted and expended resources:</i>	
Funds are allocated to support student growth for the 2018-19 year, with a targeted 100% expenditure of funds.	
Total LCFF supplemental funds in the SPSA	\$ 66,148.90
Total Federal funds in the SPSA	\$
Percent unduplicated student count	34%
<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>	
In 2018-19 we will continue to have a full-time CARE counselor dedicated to Sobrato students. We are continuing to assist these target populations that are enrolled in AP courses through academic and financial support. We will continue to increase our outreach for Spanish-speaking parents, including parent education classes and technology support.	
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	Sobrato will continue to focus on growth in the areas of reading, writing, and math support for our English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ Comprehensive High 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
Graduation Rates Rate, Status & Change --All Student --Low SES --w/Disabilities --White --Hispanic/Latino	Grad Rates: 2017 Rate--Change--Status --All 93.7 -.8 High --SED 87.7 -2.9 Medium --SWD 63.6% -13.9 V. LOW --White 95.2% -1.5 V. High --Hisp/Lat. 90.7% -0.9 High	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing group s by >5% per year	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing group s by >5% per year	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing group s by >5% per year
CSU/UC Eligibility: --Percent meeting A-G	CSU/UC Eligibility (1 year lag) --Percent meeting A-G: 50.6%	Grow percentage by >3% each yr.	Grow percentage by >3% each yr.	Grow percentage by >3% each yr.
Biliteracy --Earn Seal of Biliteracy --9th gr. Lang. GR comp. --EL status & change --EL Reclass Rate	Biliteracy --Seal Earners: 46 --Comp 9th gr: __ (waiting for June report cards) --Stat & chg: 100% V. High +11.5 --RFEP Rate: 20.3%	Maintain positive growth in all categories	Maintain positive growth in all categories	Maintain positive growth in all categories
Advanced Placement --Participation per capita --3+ score per capita	AP Results ASHS CA --Participation rate: 58% 24% --3+ score rate: 44% 26%	Positive growth in AP participation while maintaining or growing pass rates	Positive growth in AP participation while maintaining or growing pass rates	Positive growth in AP participation while maintaining or growing pass rates

SAT Exam 11th/12th gr --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	SAT Exam --Participation: 384 --Met ERW benchmark: 84% --Met Math benchmark: 70% --Met both benchmarks: 67%	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually
PSAT Exam (Grade 10) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation: 175 --Met ERW benchmark: 61% --Met Math benchmark: 39% --Met both benchmarks: 36%	Increase CCR score 3 %	Increase CCR score 3 %	Increase CCR score 3 %
Career Technical Ed. --number enrolled --number concentrators --pathway completers	Career Technical Ed. --number enrolled: 672 --number concentrators 422 --pathway completers: 5	Increase pathway completers to at or above statewide rates	Increase/maintain pathway completers to at or above statewide rates	Increase/maintain pathway completers to at or above statewide rates
Dual Credit Earners	# Earn Dual Crt (Local): 0	Increase Dual credit earners ea yr.	Increase Dual credit earners ea yr.	Increase Dual credit earners ea yr.
Post Secondary % --Enrolled 4 yr. College --Common Scholarship --Naviance Int. Survey	Post Secondary % (Naviance) --% Enrolled 4 yr. College: --% completing CS App: --% completing Nav. Survey:	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5
California Dashboard % College Career Ready		Increase CCR status by >1% per year	Increase CCR status by >1% per year	Increase CCR status by >1% per year
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	Core Area Grades (link)	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 --Referrals: --Qualifications: --Exits: --On track to graduate at --Grade 10 % --Grade 11 % --Grade 12 % --Certificates of Comp. --Returning for 5th yr	Special Education-non SLP only --Referrals: --Qualifications: --Exits: --On track to graduate at --Grade 10 --Grade 11 --Grade 12 --Certificates of Comp: --Returning for 5th yr:			

<p>CAASPP Test</p> <p>ELA status/change --All student --Low SES --SWD --EL</p> <p>Math status/change --All student --Low SES --SWD --EL</p> <p>Science status/change --All student --Low SES --SWD --EL</p>	<p>CAASPP Gr 11</p> <p>ELA status/change --All student 2643 +0 --Low SES 2593 -6 --SWD 2521 +13 --EL No score n<30</p> <p>Math status/change --All student 2625 +12 --Low SES 2572 +18 --SWD 2479 -19 --EL No score n<30</p> <p>Science status/change --All student No Scores --Low SES --SWD --EL</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>															
<p>MAP (growth)</p> <p>ELA --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional</p> <p>Math --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional</p> <p>Science--optional --Grade 9 --Grade 10 --Grade 11 --Grade 12</p>	<p>MAP Fall to Winter Growth</p> <table border="1"> <thead> <tr> <th>ELA</th> <th>school</th> <th>Nat. Norm</th> </tr> </thead> <tbody> <tr> <td>--Grade 9</td> <td>1.5</td> <td>0.8</td> </tr> <tr> <td>--Grade 10</td> <td>0.4</td> <td>0.3</td> </tr> <tr> <td>--Grade 11</td> <td>1.3</td> <td>***</td> </tr> <tr> <td>--Grade 12</td> <td>***</td> <td>***</td> </tr> </tbody> </table> <p>Math --Grade 9 4.2 1.8 --Grade 10 3.9 1.3 --Grade 11 2.5 *** --Grade 12 0.7 ***</p> <p>Science --Grade 9 no scores --Grade 10 --Grade 11 --Grade 12</p>	ELA	school	Nat. Norm	--Grade 9	1.5	0.8	--Grade 10	0.4	0.3	--Grade 11	1.3	***	--Grade 12	***	***	<p>Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.</p>	<p>Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.</p>	<p>Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.</p>
ELA	school	Nat. Norm																	
--Grade 9	1.5	0.8																	
--Grade 10	0.4	0.3																	
--Grade 11	1.3	***																	
--Grade 12	***	***																	
<p>Implementation Status: Mathematics English (ELA/ELD) History Science MTSS: Assess/Supports PLC:</p>	<p>Rubric Score (staff survey 1-5) Mathematics 3.95 ELA/ELD 3.22 History 2.23 Science 2.77 MTSS Acad. 3.38 MTSS SEL:: 2.29 PLC: 3.46</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>															

California Dashboard Academic Indicator Student Groups in need (red or orange)	Suspension Homeless, SWD, Filipino, Graduation Rate Low Socioeconomic Status			
Additional site specific metrics:	Naviance Usage (as of 5/29/18): # Students: 1550 # Visits: 25,610 Avg. Visits/Student: 16.5			

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.

Allocation(s)	1. N/A 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
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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. Provide program oversight and monitoring for the progress of our English Language Learners.

Implementation status and actual actions completed to date:

1. ELD Facilitator stipend

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

Allocation(s)	1. \$5,739.22 Return to budget summary here
Source(s)	1. LCFF
Budget code(s)	1.
Anticipated changes for following year	1.

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

MTSS Description: Tier 1-3 Prof. Development

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

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

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

Tier 1

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

Tier 2 & 3

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

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

1. Provide site level professional development

Implementation status and actual actions completed to date:

1. Conference registration and substitutes
2. Conference registration and travel to AP Institutes
3. Conference registration and travel to AVID Institutes
4. Substitutes for site collaboration and data analysis

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

- 1.

Allocation(s)

1. \$15,000 [Return to budget summary here](#)
2. \$6,500
3. \$10,000
4. \$2,500

Source(s)

1. 66% Unrestricted Lottery; 34% LCFF
2. Unrestricted Lottery
3. LCFF
4. 66% Unrestricted Lottery; 34% LCFF

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

GOAL 1 ACTION 4: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Educational Programs

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

Provide Tier 1 Instructional Materials, technology, and educational programs in support of a rigorous College and Career Readiness and UC A-G aligned instructional program.

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

1. Effective implementation of core instructional materials for [ELA/ELD](#) and Mathematics
2. Initial implementation including framework study, instructional materials and instructional shifts for [Social Science/History](#)
3. Initial implementation of [Next Generation Science](#) Standards including NGSS framework study, instructional shifts, preview Science programs, provide materials and lab supplies in support of NGSS development.
4. Support materials for school library inventory.
5. Ensure that all students have access to core instructional materials to support the General Education Curriculum including online curriculum where needed.
6. Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities.
7. Curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by under-represented students.
8. Enrichment coordinators and assessments to identify and support gifted students
9. Deploy and maintain student Chromebooks and instructional technology.
10. Support programs for Chromebooks software maintenance and student information management

Additional Tier 1 Educational programs related to site specific initiatives and supported in the SPSA

- 1.

Implementation status and actual actions completed to date:

1. Classroom supplies
2. Library materials/licenses
3. Supplemental materials for core curricular classes
4. CodeHS license
5. Classroom Technology
6. Teacher laptops
7. Chromebooks
8. Hapara license
9. SchoolCity license
10. CTE program support

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

- 1.

Allocation(s)	1. \$10,000	Return to budget summary here
	2. \$7,975.44	
	3. \$2,000	
	4. \$6,500	
	5. \$2,000	

	<ul style="list-style-type: none"> 6. \$10,000 7. \$40,000 8. \$7,500 9. \$9,646 10. \$5,000
Source(s)	<ul style="list-style-type: none"> 1. 66% Unrestricted Lottery; 34% LCFF 2. Unrestricted Lottery 3. Unrestricted Lottery 4. 66% Unrestricted Lottery; 34% LCFF 5. Unrestricted Lottery 6. Unrestricted Lottery 7. Unrestricted Lottery 8. Unrestricted Lottery 9. Unrestricted Lottery 10. Unrestricted Lottery
Budget code(s)	<ul style="list-style-type: none"> 1.
Anticipated changes for following year	<ul style="list-style-type: none"> 1.

GOAL 1 ACTION 5: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Instructional Supports

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

Provide Tier 2 and Tier 3 strategic and intensive academic supports that meet students at their current level and promote their growth. This includes but is not limited to assessing student current level, linking students with strategic content support and monitoring of student growth. Specifically:

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

1. Implement the district wide [assessment plan](#)
2. Implement district wide strategic supports such as Read 180, System 44, Lexia, LLI and Study Island
3. Utilize Cyber High 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.

Implementation status and actual actions completed to date:

1. Math Help Center tutoring
2. Credit recovery staffing (July 2018, Fall 2018, Spring 2019)
3. ELD/migrant Credit recovery staffing (July 2018)
4. Extra hour yard duty
5. Technology coordinator
6. Case management pre-service hours (August 2018)
7. Librarian additional hours (August 2018, June 2019)
8. AP student summer seminars
9. Read 180 paraprofessional support
10. Chromebook repair subsidies for SED
11. Cyber High technology and supplies
12. Wi-Fi HotSpots for SED
13. ELD classroom materials
14. AP exam subsidies
15. Naviance test prep license

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

- 1.

Allocation(s)	<p style="text-align: right;">Return to budget summary here</p> <ol style="list-style-type: none"> 1. \$5,000 2. \$30,609.16 3. \$1,913.07 4. \$4,000 5. \$3,826.14 6. \$3,500 7. \$4,700 8. \$600 9. \$1,000 10. \$500 11. \$2,695.42 12. \$1,500 13. \$1,483.27 14. \$9,340 15. \$3,200
Source(s)	<ol style="list-style-type: none"> 1. 66% Unrestricted Lottery; 34% LCFF 2. Unrestricted Lottery (\$5,033.02); 34% LCFF supplemental (\$10,271.56) and Extended Day (\$15,304.58) 3. LCFF 4. Unrestricted Lottery 5. Unrestricted Lottery 6. Unrestricted Lottery 7. Unrestricted Lottery 8. Unrestricted Lottery 9. 66% Unrestricted Lottery; 34% LCFF 10. LCFF 11. Extended Day 12. LCFF 13. LCFF 14. LCFF 15. Unrestricted Lottery
Budget code(s)	<ol style="list-style-type: none"> 1.
Anticipated changes for following year	<ol style="list-style-type: none"> 1.

GOAL 1 ACTION 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. Safety team collaboration and supplies

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

- 1.

Allocation(s)	1. \$2,000 Return to budget summary here
Source(s)	1. Unrestricted Lottery
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.

Implementation status and actual actions completed to date:

1. Facility maintenance
2. College Day supplies
3. Career Expo supplies
4. Graduation ceremony
5. New Teacher Orientation supplies

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

- 1.

Allocation(s)	<ol style="list-style-type: none"> 1. \$3,000 2. \$250 3. \$500 4. \$7,500 5. \$500 	Return to budget summary here
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Source(s)	<ol style="list-style-type: none"> 1. Unrestricted Lottery 2. Donations 3. Donations 4. Unrestricted Lottery 5. Donations
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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	The greatest area of need in this area is to enhance opportunities for all parents to engage with school and learn about supporting high school students and preparing them for post-secondary goals. We aim to increase the participation of all parents, but particularly improve outreach and engagement for families whose home language is other than English.

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: 106	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Home & School Club: --Total Raised: \$5,827.12 --allocated: \$4,351.33 Athletics Boosters --Total Raised: \$25,210 --allocated \$28,882 Ag Boosters --Total Raised: \$56,490.40 --allocated \$48,644.20	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend

Mass Phone completion rates (Blackboard)	Mass Phone completion rate English: 88% completion rate Spanish: 82%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion rates	Mass email completion rate English: 94% completion rate Spanish: 87% <i>Parent opt-outs English: 46</i> <i>Parent opt-outs Spanish: 16</i>	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 2,245 parents logged on in 2017-18	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education program completers	Parent Education program completers: 0	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	3.88	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:	3.97	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	3.68	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	3.91	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	3.94	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	3.48	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	3.52	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric

Our school values diversity:	3.80	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	3.64	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	3.69	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	4.37	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	3.42	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.	3.46	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	3.91	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	3.75	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Additional site specific	Naviance Parent Usage: # of Parents: 158 # of Visits: 471 Avg. Visits/Parent: 3			

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

MTSS Description: Tier 1 Parent Engagement

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>Provide Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. 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. 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 Cal-SOAP contract). 7. Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs. <p>Additional actions related to Tier 1 site specific parent engagement activities supported in the SPSA</p> <ol style="list-style-type: none"> 1. Increase parent engagement at the site level 	
<p>Implementation status and actual actions completed to date:</p> <ol style="list-style-type: none"> 1. Parent engagement coordinator 2. Fingerprint subsidies 3. Supplemental counseling services including Naviance support, scholarship coordination, college/career events 	
<p>Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:</p> <ol style="list-style-type: none"> 1. 	

Allocation(s)	<ol style="list-style-type: none"> 1. \$1,913.07 Return to budget summary here 2. \$1,000 3. \$1,913.07
Source(s)	<ol style="list-style-type: none"> 1. 66% Unrestricted Lottery; 34% LCFF 2. Unrestricted Lottery 3. 66% Unrestricted Lottery; 34% LCFF
Budget code(s)	
Anticipated changes for following year	

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

MTSS Description: Tier 2-3 Parent Engagement

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

Provide Tier 2 and Tier 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college and career ready. Specifically by:

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

1. Maintain Bilingual Community Liaisons at all sites
2. Conduct targeted outreach to include underrepresented parent volunteers
3. Provide translation services for district publications.
4. Provide information to immigrant parents regarding educational services.
5. Provide parent education opportunities such as Project to Inspire and Parent Institute for Quality Education.
6. Provide professional development to staff on working with diverse students and families.
7. Conduct outreach specifically for the purpose of gathering input into the district’s Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.
8. Provide parent education in partnership with CBO’s to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention.
9. Conduct outreach to help connect parents with local resources via School linked services and the CARE program.

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

- 1.

Implementation status and actual actions completed to date:

1. Parent communication - PBIS
2. Parent communication - general
3. Bilingual support
4. ELAC food/childcare

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

- 1.

Allocation(s)	<ol style="list-style-type: none"> 1. \$1,500 2. \$3,000 3. \$2,000 4. \$250 <p style="text-align: right;">Return to budget summary here</p>
Source(s)	<ol style="list-style-type: none"> 1. 66% Unrestricted Lottery; 34% LCFF 2. 66% Unrestricted Lottery; 34% LCFF 3. LCFF 4. LCFF
Budget code(s)	
Anticipated changes	

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	Reduce high chronic absenteeism rates and suspension rates especially in high risk populations. Increase student feelings of connectedness to school.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ k-8, middle and High schools

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 94.72%	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates:	Chronic Absenteeism Rates: (Dashboard)			
Overall:	Overall: 11.8%	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
SWD	SWD 16%			
SED	SED 17.1%			
Foster	Foster *****			
Homeless	Homeless 26.1%			
EL	EL 11.5%			
White	White 11%			
Latino	Latino 15.2%			
SARB Compliance:	SARB Compliance:			
--# First SARB Notice	--# First Notice: 366	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
--# Second SARB Notice	--# Second Notice: 89			
--# Third SARB Notice	--# Third Notice: 53			
--# Parent Conferences	--# Conferences: 29			
--#SARB Hearings	--# Hearings: 6			

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: 4% (High) SWD 11.1% SED 7.1% Foster **** Homeless 13% EL 9.2% White 2.2% Latino 6.3%	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: 22 Violence: 49 Weapons: 3 Behavior/Bullying: 10	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: 0.19 %	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Dropout: ASHS: 0.9% CA: 2.4%	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 connected to the school community.	2.6			
I feel connected to and cared for by my advisory teacher	2.9	Implement local climate survey	improve over previous mark	improve over previous mark
I feel connected to and cared for by my advisory classmates	2.4	Implement local climate survey	improve over previous mark	improve over previous mark
My advisory teacher encourages us to share our thoughts and opinions	3.0	Implement local climate survey	improve over previous mark	improve over previous mark
Advisory is a good place to get information regarding graduation and course registration	2.7	Implement local climate survey	improve over previous mark	improve over previous mark

Advisory helps me think about my grades and set goals for my classes	2.4	Implement local climate survey	improve over previous mark	improve over previous mark
I feel connected to and cared for by... <ul style="list-style-type: none"> • 4+ teachers • 2-3 teachers • 1 teacher • no teachers 	30.6% 52.2% 15.8% 7.1%	Implement local climate survey	improve over previous mark	improve over previous mark
My teacher presents information in interesting and effective ways in... <ul style="list-style-type: none"> • 4+ classes • 2-3 classes • 1 teacher • no teachers 	24% 55.6% 14.7% 5.7%	Implement local climate survey	improve over previous mark	improve over previous mark
How valuable is the Tutorial period to you?	3.7	Implement local climate survey	improve over previous mark	improve over previous mark
How valuable is block schedule to you?	3.4	Implement local climate survey	improve over previous mark	improve over previous mark
CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding favorably (Grades 9, 11)			
Chronic sadness or hopelessness	9th: 34	11th: 42		
Current alcohol or drug use	9th: 12	11th: 28		
Has experienced harassment or bullying	9th: 32	11th: 31		
High level of school connectedness	9th: 14	11th: 13		
High level of caring staff	9th: 20	11th: 27		
Feeling very safe at school	9th: 60	11th: 58		
Project Cornerstone Survey	Link to Developmental Assets Survey 2016-17			
Students attending Extended Day:	# Attending Ext. Day: N/A Extended day funds will be used for Summer Credit Recovery stipends			
Students participating Extracurricular sports:	Female: 347	Male: 318	Maintain consistent program	Maintain consistent program

<p>Staff Survey PBIS Implementation:</p> <p>School-Wide</p> <p>Non Classroom</p> <p>Classroom</p> <p>Individual</p>	<p>In-place:42% Partial: 40% Not: 18%</p> <p>In-place:36% Partial:36% Not:28%</p> <p>In-place:44% Partial:48% Not:8%</p> <p>In-place:40% Partial:42% Not:19%</p>	<p>Close 1/3 gap to survey score of 5</p>	<p>Close 1/3 gap to survey score of 5</p>	<p>Close 1/3 gap to survey score of 5</p>
<p>Support Referrals</p>	<p>Discovery Counseling 5 students</p> <p>Clothing Referrals 2 students</p> <p>Food Pantry referrals 2 students</p> <p>VTA/Free passes 3 students</p>			
<p>Additional site specific:</p> <p><i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i></p>	<p>Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester</p> <ul style="list-style-type: none"> • Spring 2017 - 589* • Fall 2018 - 836 <p><i>*only students in grades 9-11</i></p>			

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.

Implementation status and actual actions completed to date:

1. PBIS support
2. Substitutes and extra hours for PBIS planning
3. PBIS activities
4. Restorative practices book studies
5. Supplies or personnel to support addition of community service component grades 9-12

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

- 1.

Allocation(s)	<ol style="list-style-type: none"> 1. \$2,000 2. \$2,500 3. \$1,000 4. \$1,000 5. \$1,200 	Return to budget summary here
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Source(s)	<ol style="list-style-type: none"> 1. Unrestricted Lottery 2. Unrestricted Lottery 3. Unrestricted Lottery 4. Unrestricted Lottery
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	5. 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

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.

Implementation status and actual actions completed to date:

1. AVID contract
2. AVID classroom materials
3. Cal-SOAP contract
4. Camp Everytown registration, transportation, substitutes
5. Advisory program coordinator
6. PassageWorks training
7. CARE supplies

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

- 1.

Allocation(s)

1. \$4,318
2. \$750
3. \$3,500
4. \$8,000
5. \$3,826.14
6. \$28,575
7. \$500

[Return to budget summary here](#)

Source(s)	<ol style="list-style-type: none"> 1. Unrestricted Lottery 2. Unrestricted Lottery 3. LCFF 4. 66% Unrestricted Lottery; 34% LCFF 5. Unrestricted Lottery 6. Live Oak Foundation Grant 7. LCFF
Budget code(s)	
Anticipated changes for following year	

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

	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day
Allocated	\$182,750	\$66,148	\$35,088	\$28,575	\$18,000
Budgeted*	\$182,750	\$66,148	\$35,088	\$28,575	\$18,000
Spent YTD					
Encumbered					
Available					
*SPSA budget by action tracker	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day
Action 1.1	\$0				
Action 1.2	\$0	\$5,739.22			
Action 1.3	\$18,050	\$15,950			
Action 1.4	\$95,011	\$5,610			
Action 1.5	\$28,819	\$27,048			\$18,000
Action 1.6	\$2,000				
Action 1.7	\$10,500				
Action 2.1	\$3,525	\$1,301			
Action 2.2	\$2,970	\$3,780			
Action 3.1	\$7,700				
Action 3.2	\$14,174	\$6,720		\$28,575	

Budget Summary: (worksheet)

	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day
Allocated	\$182,750	\$66,148	\$35,088	\$28,575	\$18,000
Budgeted*	\$182,750	\$66,148	\$35,088	\$28,575	\$18,000
Spent YTD					
Encumbered					
Available					
*SPSA budget by action tracker	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day
<u>Action 1.1</u>					
<u>Action 1.2</u> ELD Facilitator		\$5,739.22			
<u>Action 1.3</u> PD for teachers/subs \$9,900 AP Summer Institute \$6,500 AVID Summer Institute Site PD/collab/data subs \$1,650		\$5,100 \$10,000 \$850			
<u>Action 1.4</u> Classroom supplies \$6,600 Library material/licenses \$7,975.44 Supplemental materials \$2,000 CodeHS license \$4,290 Classroom technology \$2,000 Teacher laptops \$10,000 Chromebk replacement \$40,000 Hapara license \$7,500 SchoolCity license \$9,646 CTE program support \$5,000		\$3,400 \$2,210			
<u>Action 1.5</u> Math tutoring	\$3,300	\$1,700			

Credit Recovery Staffing	\$5,033	\$10,272.56			\$15,304.58
ELD Cred Recov Staff		\$1,913.07			
Extra hour yard duty	\$4,000				
Tech coordinator	\$3,826.14				
RSP extra days	\$3,500				
Library extra days	\$4,700				
AP summer classes	\$600				
Read 180 para	\$660	\$340			
CB repair subsidies		\$500			
Cyber High tech/supply					\$2,695.42
HotSpots		\$1,500			
EL Classroom materials		\$1,483.27			
AP exam subsidies		\$9,340			
Naviance test prep	\$3,200				
Action 1.6					
Safety Team supplies	\$1,000				
Safety Planning	\$1,000				
Action 1.7					
College Day expenses					
Career Expo expenses					
Graduation ceremony	\$7,500				
NTO supplies					
Facility maintenance	\$3,000				
Action 2.1					
Parent engage. coord.	\$1,262.63	\$650.44			
Fingerprint fees	\$1,000				
Supplem. Counseling	\$1,262.63	\$650.44			
Action 2.2					
Parent comm. - PBIS	\$990	\$510			
Parent comm. general	\$1,980	\$1,020			
Bilingual support		\$2,000			
ELAC food/childcare		\$250			
Action 3.1					
PBIS support	\$2,000				
PBIS subs/hourly	\$2,500				
PBIS activities	\$1,000				
RP Book study	\$1,000				
Community Serv	\$1,200				

Action 3.2					
AVID contract	\$4,318				
AVID materials	\$750				
Cal-SOAP services		\$3,500			
Camp Everytown	\$5,280	\$2,720			
Advisory coordinator	\$3,826.14				
PassageWorks				\$28,575	
CARE supplies		\$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 makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Courtney Macko	School Staff	MackoC@mhusd.org	5/21/18
2. Molly Edgar	School Staff	EdgarM@mhusd.org	5/21/18
3. Terri Eves-Knudsen	School Staff	KnudsenT@mhusd.org	5/21/18
4. Kim Stubbe	School Staff	StubbeK@mhusd.org	5/21/18
5. Hannah Tool	School Staff	ToolH@mhusd.org	5/21/18
6. Mario Araujo	School Staff	AraujoM@mhusd.org	5/21/18
7. Eva Swope	Community	evaswope@yahoo.com	5/21/18
8. Allison Kern	Community	msallisonkern@gmail.com	5/21/18
9. Laurie Faulk	Community	9faulks@gmail.com	5/21/18
10. Wendy Sullivan	Community	wendyglsullivan@yahoo.com	5/21/18
11. Holly Rottenborn	Student	n/a	5/21/18
12. Amanda Jackson	Student	n/a	5/21/18
13. Sean Coakley	Student	n/a	5/21/18

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	3	2	4	3

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
 - Associated Student Body
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:

Courtney Macko, Principal

Signature of School Principal

Date

Laurie Faulk, President

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](#)