

# Single Plan for Student Achievement

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

# Part II: The Single Plan for Student Achievement Template

School: Menlo Atherton High School

District: Sequoia Union High School

County-District School (CDS) Code: 050170

Principal: Simone Rick-Kennel

Date of this revision: March 20<sup>th</sup>, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 05/14/18.



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## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

### LEA GOAL:

Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.

Goal 4: Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL.

Goal 5: Access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion.

**SCHOOL GOAL: Increase the percentage of students who successfully graduate from Menlo-Atherton High School in four years plus summer. Within this goal, we will continue to increase the A-G eligibility rates for all, with a focus on our significant subgroups.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>A through G and Graduation rate Trends:</p> <p><b><u>A through G completion rates</u></b></p> <p><b><i>Overall A-G rates for Graduating Class:</i></b></p> <p>2013: 60%</p> <p>2014: 63.6%</p> <p>2015: 63.9%</p> <p>2016: 67.6%</p> <p>2017: 66.9%</p>	<p>A through G completion rates continue to improve for the entire M-A student body as well as for Hispanic/ Latino students, which speaks to the instructional work of M-A's staff. There is still clearly more work to be done around supporting more Hispanic students, including long term English Learners, in completing A through G requirements.</p> <p>In 2017, the gap between white students who had an A through G completion rate of 85.7% compared to the 49.2% of Hispanic students is still too large. The gap suggests more targeted work is still needed to engage Hispanic Youth,</p>	<p>Graduation Data from year to year</p> <p>A-through G Eligibility rates</p> <p>Rate of Ds and Fs in graduation and A –G classes</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p>

<p><b>A-G rates for Hispanic Students:</b></p> <p>2013: 34.8%  2014: 42.9%  2015: 34.8%  2016: 44.2%  2017: 49.2%</p> <p><b>Overall Graduation Rate Data:</b></p> <p>2015: 89.2%  2016: 91.9%  2017: 90.1%</p> <p><i>(From California Dashboard)</i></p> <p><b>Graduation Rate for Hispanic students:</b></p> <p>2015: 81.7%  2016: 84.9%  2017: 81.7%  <i>(From California Dashboard)</i></p>	<p>support academic success, and monitor progress.</p> <p>How do we raise these rates by a reasonable 2 to 3 % next year?</p>	
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**STRATEGY: Create Yearly Data reports that look at students who did not meet A through G status and explain why, starting with a look at the 2016-17 graduating class.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<b>Create A through G Data Report</b>	IVP and Guidance Department	<ul style="list-style-type: none"> <li>Spring 2018 and spring 2019, when data from previous year becomes available.</li> </ul>	District provided funding for IVP and Guidance staff.
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**STRATEGY:**  
**During the 2018-19 we will continue implementing guidance outreach and curriculum around graduation and A through G requirements**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<b>Guidance Department Outreach:</b>  Guidance Office has designed grade Level appropriate lessons around the use of Naviance, College and Career Goals and Skills, as well as A-G awareness.	Guidance Department	<ul style="list-style-type: none"> <li>2018-19 academic year: Guidance will conduct grade level meetings throughout the year for each grade level.</li> <li>3 9<sup>th</sup> grade class visits, 2, sophomore, 2 junior, and 2 senior class visits and presentations about Graduation requirements and A through G requirements.</li> </ul>	District funding for Guidance staff.
<b>Review guidance curriculum</b>	Head Guidance Counselor	<ul style="list-style-type: none"> <li>2018-19 academic year.</li> <li>Guidance department will review curriculum for classroom presentations afterwards and update as needed.</li> </ul>	During Cycle of Inquiry time built into contractual workday.

**STRATEGY: Continue providing professional development in the form of instructional practice, assessment and reflection, as well as collaboration around curriculum, instruction, and assessment.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>Grade and student work analysis:</b></p> <p>Continue mid-year review of Semester grades and grade breakdowns by subject matter and course.</p> <p>End of Quarter Review of Student work by subject area teams.</p> <p>Yearly PD offered around grading practices, grade book organization, and the power of zero</p>	<p>Principal, IVP, Department Chairs</p>	<ul style="list-style-type: none"> <li>• In January/ February of each year Departments will analyze grade data in their departments.</li> <li>• In Sept/ October we will begin looking at grade data from the second semester of the year before.</li> <li>• Include in grade distribution reports, a focus on courses where students are earning a high percentage of D grades.</li> <li>• November Minimum day, departments will review specific examples of student work, determine next steps for their subject matter and areas of focus for departments.</li> <li>• During minimum days in November and March, or PD days in January, staff will present PD around the impact of a zero in a grade book to teachers who have not attended this PD in prior years.</li> </ul>	<p>Work occurs during cycle of inquiry time built into the contractual workday, as well as through PD days build into the district calendar.</p>
<p><b>Updated Cycle of Inquiry process</b> meant to build in more collaboration time, the development of short term instructional and/ or curriculum focused goals, review of student work, and reflection.</p>	<p>IVP and Department Chairs SDMC</p>	<ul style="list-style-type: none"> <li>• School year: 2018-19</li> <li>• IVP and Department Chairs</li> <li>• In May of 2018, establish the school PD calendar and the cycle of inquiry meeting schedule for the 2018-19 school year</li> <li>• Teams meet at least twice a month and departments have option to increase to three times a month.</li> <li>• In August, 2018, establish goal for each cycle of inquiry group to develop one of a</li> </ul>	<p>Cycle of inquiry time is built into the contractual workday.</p>

		<p>few options: common assessments, consistent grading policies and practices, common units, common discussion topics and structure.....</p> <ul style="list-style-type: none"> <li>• Teams will meet and document work throughout the year.</li> <li>• Cycle of Inquiry work is enhanced by opportunities for teachers to continue collaborating on projects outside of the work day</li> </ul>	
<p><b>EL Achieve Professional development</b> offered by the district.</p> <p>Increase the number of staff members who participate and implement these strategies</p>	District Office and Core Content Teachers	<ul style="list-style-type: none"> <li>• Admin will identify 20 teachers to participate in the district sponsored EL Achieve training in the 2018-19 school year, emphasizing that teachers teaching LEP courses or English Support courses need to attend.</li> </ul>	
<p>Institute <b>Instructional Rounds practice</b> and participation by each core department.</p> <p>Focusing on Depth of Knowledge</p>	Principal, IVP, and Department Chairs.	<ul style="list-style-type: none"> <li>• Fall and Spring Semesters</li> <li>• Principal and IVP will work with department chairs to identify teachers and courses to include in the instructional round process.</li> <li>• Facilitate subs, pre-brief, debrief and a department discussion around instructional or curriculum goals and next steps.</li> </ul>	Both Site Discretionary and Foundation for the Future funds.
<p><b>Department Goals:</b> Each department will identify one instructional or curriculum goal to work on over the course of the year.</p>	Principal, IVP, and Department Chairs	<ul style="list-style-type: none"> <li>• Spring 2018 and school year 2018-19</li> <li>• Department Chairs: After analyzing student work in departments along with observational data collected from Instructional round process, department chairs will identify a department goal to work on during the 2018-19 school year.</li> </ul>	District provides release periods for each core department chair plus a stipend for those who do not receive a release period.



<b>Develop Homework Best Practices for each department</b>	Department Chairs, Principal, IVP	<ul style="list-style-type: none"> <li>• 2018-19 School year</li> <li>• IVPs and Department Chairs will facilitate a discussion and reflection of homework practices, expectations, and philosophy in each department, with the goal of developing reasonable guidelines for each teacher.</li> </ul>	Facilitated discussions will occur in Cycle of Inquiry meeting time built into the contractual workday, as well as during PD days built into district calendar.

**STRATEGY: Continue offering instructional support for students in the form of support classes, academic coaches, a paraprofessional support in the classroom.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<b>SAAP Program</b>	SAAP Coordinator	<ul style="list-style-type: none"> <li>• 2018-19 academic year. SAAP program coordinator will identify 60 highest need students in the 9<sup>th</sup> grade and continue supporting continuing SAAP students into the 10<sup>th</sup> grade.</li> <li>• Coordinator provides one-on-one support, mentoring opportunities, behavior intervention and coaching, push in support to classrooms in need, and pull out support for individual students.</li> <li>• SAAP coordinator runs summer program for identified students, helping them get acquainted with M-A culture, supports, and</li> </ul>	<p>District provides 1.0 staffing for position.</p> <p>Summer program funded with Title I money: \$24,500</p>

		expectations.	
<b>Literacy support class:</b>	Literacy support teacher: Lara Gill	<ul style="list-style-type: none"> <li>• 2018-18 Academic Year</li> <li>• One class section funded by the district to support students coming out of English Intervention classes, for students scoring below a 600 on the Lexile test, and students exiting ELD 3.</li> <li>• Students are placed in the same English and US History course so Literacy teacher can coordinate curriculum with support provided in class.</li> </ul>	District provides support for one section
<b>After School Tutoring and Writing Centers:</b>	Principal and AVP office	<ul style="list-style-type: none"> <li>• 2018-19 school year</li> <li>• Provide funding for teachers and para professionals to staff the tutoring center, which will be open Monday through Thursday and staffed in the F-wing after school.</li> <li>• Writing center will be funded and staffed by English teachers in G-9</li> <li>• Funding will also be provided for one teacher to provide push in support to English and Social Studies classrooms for writing support during class time.</li> </ul>	Funded by Foundation for the Future

<b>Para professional support in the classroom</b>	Admin and Foundation for the Future	<ul style="list-style-type: none"> <li>• 2018-19 academic year</li> <li>• Site council provides funding through the Foundation for two English and Math Paraprofessionals.</li> <li>• Paraprofessionals provide direct support to students in classrooms.</li> </ul>	Funded by Foundation for the Future
<b>Instructional Coaches in English and Math:</b>	District office and Assigned Coaches	<ul style="list-style-type: none"> <li>• English Coach works with department members to implement two common, common core units at each grade level, and to facilitate the process of review and assessment of these common units</li> <li>• Math coach works to support our Algebra program and the implementation of common core curriculum throughout all Algebra classes. Math Coach facilitates common assessments, review of data, and student supports in the form of scaffolding, lesson design, and instructional strategies for teachers.</li> </ul>	District provides funding for one release period per coach

**STRATEGY: Expand course offerings as a means of offering more engaging curriculum and increased opportunities for students to meet A through G requirements**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<b>Expanded Course and Program offerings</b> as a means of offering more opportunities for engagement in school and A-G courses.  Finite Math	Department Chairs	<ul style="list-style-type: none"> <li>• 2018-19 school year</li> <li>• Continue and improve the curriculum and instructional practice in Blended Biology course, focusing on equity in the classroom.</li> <li>• Enroll more AVID and Academy students in AP computer Science.</li> </ul>	District Staffing allocation

Marine Biology AP Computer Science Speech, Debate and Critical Thinking AP Spanish Literature			
<b>Dynamic Ecology Pilot</b>	Science Teachers	<ul style="list-style-type: none"> <li>• Continue Dynamic Ecology Pilot for second year, a class which offers students an opportunity to meet “D” lab requirement</li> <li>• If successful, look into replacing Adv. Integrated Science, which does not meet “D” lab requirement with Dynamic Ecology in following year.</li> </ul>	District Staffing allocation
<b>Blended Biology</b>	Science Dept. Chair	<ul style="list-style-type: none"> <li>• Continue and improve the curriculum and instructional practice in Blended Biology course, focusing on equity in the classroom.</li> <li>• Use of Cycle of inquiry time to reflect on and develop new practice</li> </ul>	District staffing allocation.  Professional Development occurs during Cycle of Inquiry time, built into contractual work day
<b>Race Ethnicity and Immigration</b>	Social Studies Department Chair	<ul style="list-style-type: none"> <li>• Social studies department will offer this year long elective course meant to provide relevant content to a diverse group of students.</li> </ul>	District staffing allocation

<p><b>CTE pathways in the following areas:</b></p> <p>Arts, Media, &amp; Entertainment  Woodworking  Architectural Design  Engineering Technology  Food Service and Hosp.  Software and Systems</p>	<p>CTE Department Chair</p>	<ul style="list-style-type: none"> <li>This year all CTE courses will also meet A through G elective requirements.</li> </ul>	
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**STRATEGY: Use Modified grading where appropriate in order to support students with IEPs.**

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p><b>Continue the use of Modified grading</b> for student with Special needs in order to help students earn passing grades in Graduation required courses.</p>	<p>Special Education Case Managers in conjunction with Core Content Teachers.</p>	<ul style="list-style-type: none"> <li>Yearlong. Each semester, Case managers will review students on their case load and determine which students will benefit or need modified grading based on assessments and discussions of the IEP team.</li> </ul>	<p>District funding for case management of students with IEPs.</p>

**STRATEGY: Institute a new Bell schedule, which will include flexible time in the school day for students to seek tutoring help, consult a teacher, or make up a quiz/ test or assignment.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Institute <b>Flex Time</b> into the bell schedule, increasing the opportunities for students to interact with their teachers around content questions, tutoring, and the ability to make up quizzes or tests in a structured format.	Principal and Flex Time Committee	<ul style="list-style-type: none"> <li>2018-19 school year: Staff will adopt a schedule, which includes flex time.</li> </ul>	Flex time is built into the contractual workday and Instructional minute calendar.
Flex Time training	Admin	<ul style="list-style-type: none"> <li>August and September, 2018: Provide training to students on how to use flex time.</li> </ul>	Training occurs during Flextime at start of the year.

**LEA GOAL:**

Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS. Actions/Services #3- E.L. Achieve/Constructing Meaning Professional Development (pp. 66)

Goal 4: Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL. Action/Services #1: E.L. Achieve/Systematic ELD Professional Development and EL Task Force (pp. 77)

Goal 5: Access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion.

Goal 6: Student access to and encouragement to enroll in AP/IB courses.

**SCHOOL GOAL:** Increase the performance levels of our Hispanic students as measured by enrollment and success in AP/AS classes and grade point average. Within this goal we will continue to focus on successful 9<sup>th</sup> grade transitions to high school.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p><b><u>SBAC Data, Hispanic Students:</u></b></p> <p><u>ELA, percent Meeting or exceeding standard</u> : 2014-15: 39% 2015-16: 39% 2016-17: 50.8%</p> <p><u>Math, Percent Meeting or Exceeding standard:</u></p> <p>2014-15: 13% 2015-16: 20% 2016-17: 15.4%</p>	<p>We are seeing some growth with our Hispanic sub group. 50.8% of Hispanic students either met or exceeded the standard on the ELA Smarter Balance test. In addition, the percent of Hispanic students who graduated in 2017 and who took at least one AP class grew to 55.6%, which is an increase of more than 8% from the prior year.</p> <p>9<sup>th</sup> graders as a whole have shown some growth, with an overall GPA of 3.01, up from 2.85 the year before.</p> <p>While GPA data for Hispanic students at the 9<sup>th</sup> grade level has increased, GPA data for 10<sup>th</sup> and 11<sup>th</sup> grade has decreased. As mentioned in goal number one, there is room for more targeted work around supporting Hispanic students in the</p>	<p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p>

<p>EL Data</p> <p><b>Percent of Hispanic graduates taking at least one AP class:</b></p> <p>2013: 31.1%  2014: 35.6%  2015: 40.9%  2016: 47.1%  2017: 55.6%</p> <p>Hispanic student GPA and Credit Data from District Dashboard:</p> <p><b>9<sup>th</sup> Grade GPA and Credits earned:</b></p> <p>14-15: 2.34 61.5%  15-16: 2.15 61.2%  16-17: 2.50 66.7%</p> <p><b>10<sup>th</sup> Grade GPA and Credits Earned:</b></p> <p>14-15: 2.51 65.8%  15-16: 2.30 53.6%  16-17: 2.22 54.5%</p> <p><b>11<sup>th</sup> Grade GPA and Credits Earned:</b></p> <p>14-15: 2.59 75.5%  15-16: 2.60 72.5%  16-17: 2.44 57.7%</p>	<p>classroom, through community building, better engagement strategies, more academic support, and better monitoring.</p>	
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**STRATEGY: Continue articulation efforts with middle schools that feed into M-A**





Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<b>Continue feeder school articulation</b> with Ravenswood and Menlo Park schools.	District Office, Department Chairs, Site Admin	<ul style="list-style-type: none"> <li>• 2018-19 school year:</li> <li>• Continue teacher visits to Ravenswood school district as a means of understanding where our students are coming from.</li> <li>• Meet with subject area groups in Ravenswood school district in order to brainstorm common academic language and aligned expectations around one task or standard.</li> <li>• Meet with subject area teachers from Hillview and La Entrada in order communicate expectations of M-A courses and discuss alignment of skills from middle to high school courses.</li> </ul>	(Note: Refer to Form F, Budget Planning Tool)
<b>AS English I team articulation</b>	English Department Chair, AS I team, Site Admin.	<ul style="list-style-type: none"> <li>• 2018-19 school year:</li> <li>• AS English team will meet and re-articulate expectations, opportunities to re-write, focus on and define the essentials.</li> </ul>	Work done during Wednesday meeting time, built into workday.  Outside Collaboration time funded by Foundation for the Future Professional Development budget:

**STRATEGY: Increase the number of teachers participating in the EL Achieve training and those implementing EL achieve strategies in the classroom**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p><b>EL Achieve Professional development</b> offered by the district.</p> <p>Increase the number of staff members who participate and implement these strategies</p>	<p>District Office and Core Content Teachers</p>	<ul style="list-style-type: none"> <li>Admin will identify 20 teachers to participate in the district sponsored EL Achieve training in the 2018-19 school year, emphasizing that teachers teaching LEP courses or English Support courses need to attend.</li> </ul>	
<p>Identify teachers and admin for <b>EL Achieve leadership training.</b></p>	<p>District Office and Site Admin</p>	<ul style="list-style-type: none"> <li>M-A will have three teachers and one admin trained as EL Achieve Leaders, allowing them to coach other teachers in EL Achieve strategies and provide on site training.</li> </ul>	

**STRATEGY: Staff ELD and LEP classes at reasonable numbers and leave room for growth as well as mainstream and cluster roughly 16 ELD three students in Biology and US History as opposed to Bio/ History LEP classes.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Continue to <b>staff ELD and LEP classes at reasonable numbers</b> and anticipate growth</p>	<p>IVP</p>	<ul style="list-style-type: none"> <li>Spring or 2018 and Fall of 2018:</li> <li>Continue to offer two sections of ELD/ELA I and II as well as enough sections of Science, History, and Math to keep class size reasonable.</li> <li>Coordination of ELD curriculum and support for teachers is provided by BRT</li> </ul>	<p>Allocation of District Staffing</p> <p>BRT is funded in part with \$50,000 of EIA money.</p>

<b>Mainstream and Cluster 8 ELD III students in Biology and 8 ELD III students in US History</b>	IVP, Guidance, and Science Department	<ul style="list-style-type: none"> <li>• 2018-19 School Year:</li> <li>• Identify ELD III students who will be taking Biology/ US History and cluster them in mainstream classes, in a group of roughly 8.</li> <li>• Spring of 2018: Identify one or two teachers who can support these students</li> <li>• If teachers have not gone through EL Achieve Training, make sure they sign up in the Fall.</li> </ul>	Allocation of District Staffing
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**STRATEGY: Create more connections to challenge day throughout the 9<sup>th</sup> grade year.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>Create 4 common discussions all 9th graders will engage in, occurring in Social Studies and/ or English classrooms. The goal is to build student skills in listening, speaking, and having empathy.</b></p> <p>Common conversations will also expand the concepts of Challenge Day, so that students are working on empathy throughout the year and engaging in some common experiences/</p>	Admin/ Department Chairs	<ul style="list-style-type: none"> <li>• Spring of 2018: Identify teachers and communicate the goal. Identify the discussion strategy to be used: Socratic or Talking circles, and provide training opportunities over summer and fall of 2018.</li> <li>• Summer 2018: Teachers collaborate around discussion topics as well as tools and strategies to support conversations.</li> <li>• Quarterly, 2018-19 school year: Teachers engage students in conversations once a quarter.</li> </ul>	<p>Curriculum Development funded by Foundation for the Future Professional Development Budget:</p> <p>Curriculum Development also done during Cycle of Inquiry team build into contractual workday.</p>

conversations.			
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**STRATEGY: Cycle of Inquiry, collaboration time**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p><b>Updated Cycle of Inquiry process</b> meant to build in more collaboration time, the development of short-term instructional and/ or curriculum focused goals, review of student work, and reflection.</p>	<p>Karl Losekoot and Department Chairs</p>	<ul style="list-style-type: none"> <li>• School year: 2018-19</li> <li>• Karl Losekoot and Department Chairs</li> <li>• In May of 2018, establish the school PD calendar and the cycle of inquiry meeting schedule for the 2018-19 school year</li> <li>• Teams meet at least twice a month and departments have option to increase to three times a month.</li> <li>• In August, 2018, establish goal for each cycle of inquiry group to develop one of a few options: common assessments, consistent grading policies and practices, common units, common discussion topics and structure.....</li> <li>• Teams will meet and document work throughout the year.</li> </ul>	<p>Cycle of Inquiry time built into contract work day.</p>

**LEA GOAL:**  
 Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.

**SCHOOL GOAL:** Increase the performance level of students with disabilities in general education content classes and standardized tests as measured by the percentage of students earning grades of C or higher.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p><u>GPA data:</u></p> <p><b>Percent of students with IEPs earning a passing grade in General Ed classes:</b></p> <p>First semester 2015: 70%            First Semester 2016: 79%            First Semester 2017: 76%</p> <p><b>Percent of students with IEPs earning a C or higher in General Ed classes:</b></p> <p>First Semester 2015: 50%            First Semester 2016: 58%            First Semester 2017: 62%</p> <p>GPA and Credit Data from District Dashboard:</p> <p><b>9<sup>th</sup> Grade GPA and Credits earned:</b></p> <p>14-15: 2.41 67.3%            15-16: 2.14 62.9%            16-17: 2.40 69.9%</p> <p><b>10<sup>th</sup> Grade GPA and Credits Earned:</b></p> <p>14-15: 2.22: 61.8%</p>	<p>Academic progress of our students with IEP's as measured by first semester grades in general education classes is improving. GPA and Credit for students who completed 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade years, though, has either only grown slightly or has remained static.</p> <p>However, performance by 11<sup>th</sup> grade students with IEPs on the smarter balance tests is far below the scores of students without IEPs. Data suggests that content and study skills teachers are doing a good job supporting students in meeting the academic standards of each course and in meeting high school graduation requirements, but that more attention can be paid to supporting students' ability to persevere through difficult tasks, engage in open ended performance tasks, and apply common core skills.</p> <p>Data from California State Dashboard reports the number of students with IEPs who have suspended at least once at 10.9%, which is significantly higher than the population of students without IEPs. Data again reflects a need to support students not just in the classroom but in social/ emotional ways as well.</p>	<p>Grade performance of students with IEPs in General education classes.</p> <p>Performance of students with IEPs on Smarter Balance Tests</p> <p>Suspension data from California state dashboard.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p>

15-16: 2.24: 59.3%  
16-17: 2.24 59.3%

**11<sup>th</sup> Grade GPA and Credits Earned:**

14-15: 2.31 64.5%  
15-16: 2.37 64.7%  
16-17: 2.37 64.7%

SBAC Data for students with IEPs: (junior students only)

**English, Percent Met or Exceeded Standard:**

2014-15: 16%  
2015-16: 15%  
2016-17: 17.2%

**Math, Percent Met or Exceeded Standard:**

2014-15: 0%  
2015-16: 4%  
2016-17: 2.8%

**Suspension Data for students with IEPs:**

2014-15: 10.5%  
2015-16: 13.6%  
2016-17: 10.9%

*(Percent of students with an IEP suspended at least once: from California State Dashboard)*

**STRATEGY: Continue to implement co-teaching support in core academic classes along with Modified grading practicing to support the mainstreaming of all students.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to offer <b>Co-teaching</b> support in core academic classes within Math, English, Science, and Social Studies.	Admin and Department Chairs	<ul style="list-style-type: none"> <li>• Spring of 2018: Case managers identify students who need Co-Teaching services based on IEP determinations.</li> <li>• Spring of 2018: Identify teachers in needed subject areas and possible, positive and productive co teaching relationships to either continue or start new.</li> </ul>	Funding provided by District staffing allocation.
<b>Continue to cluster students in “Internship Program”</b> in core academic classes so that they can receive targeted support and benefit from better collaboration between case manager and teacher	Admin and Special Education Department Chair	<ul style="list-style-type: none"> <li>• Spring 2018: identify courses and staff where students can be clustered; identify SPED staff to support these students through either co-teaching or push in teacher/ paraprofessional support</li> </ul>	
Continue to use <b>modified grading</b> for students with IEPs in core content classes.	Case managers and core content teachers	<ul style="list-style-type: none"> <li>• 2018-19 school year</li> </ul>	Funding for Case Management provided by district.

<p><b>Provide Training to Case Managers</b> on how to support modified grading and when to use.</p>	<p>SPED Department Chair</p>	<ul style="list-style-type: none"> <li>September/ October of 2018</li> </ul>	<p>Training to occur during cycle of inquiry and staff meeting time built into contractual work day.</p>
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**STRATEGY: Provide professional development for teachers in Trauma Informed Practices as well as Restorative, community building, practices, with the intent of creating more inclusive and welcoming classrooms for all students.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Provide staff wide training on <b>Trauma Informed Practices</b> in the classroom.</p>	<p>Admin</p>	<ul style="list-style-type: none"> <li>2018-19 school year: Training will be offered in one or more of PD days in November, January, or March.</li> </ul>	<p>Foundation for the Future Professional Development Budget:</p>
<p>Continue to provide training in <b>Restorative Practices and community building</b> in the classroom.</p>	<p>Admin</p>	<ul style="list-style-type: none"> <li>2018-19 school year. Admin will identify and solicit teachers for one of three stages of training: intro to restorative practices, implementation of talking circles, and Harm repair circles.</li> <li>Identify one whole staff meeting to provide school wide training on Restorative philosophy as well as how to hold a restorative conversation.</li> </ul>	<p>Funding provided by Foundation for the Future</p>

**STRATEGY: Support small setting testing so that small setting and extra time accommodations can be supported and easily met.**



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Hire staff to <b>facilitate small setting testing</b> procedures and proctoring for students with 504s and IEPs.	Admin	<ul style="list-style-type: none"> <li>• Spring 2018: Identify funding source and staffing for position.</li> <li>• Fall 2018: Articulate clear procedures for all staff to follow in order to support small setting testing.</li> </ul>	Site Discretionary Money

**LEA GOAL:**

Goal 1: Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve.

Goal 3: Promote and increase school/District and community connectedness by providing quality site and district wide parent engagement and education opportunities.

Goal 7: Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrument, graduation, and dropout, suspension, and expulsion rates.

Goal 8: Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population.

**SCHOOL GOAL:** Build positive school community as measured by data on panorama survey, suspension data from California state Dashboard, and overall referral data.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p><b>Suspension data from California dashboard:</b></p> <p>2015-16: 5.1% (123 students suspended at least once)</p> <p>2016-17: 4.5% (115 students suspended at least once)</p> <p>2017-18, First semester: 3.5% (88 students suspended through Jan 18<sup>th</sup>)</p> <p><b><u>Total Suspensions:</u></b></p> <p>2011-12: 311 2012-13: 290</p>	<p>Overall suspension rates for students suspended only once, continue to drop, though it is possible we will see an uptick in the 2017-18 school year. Total suspensions have also seen a dramatic decrease over the past 6 years.</p> <p>Interestingly, though, referral data from teaches in the classroom has not dropped as dramatically, which suggests there are still struggles in the classroom with off task behavior.</p> <p>Areas for growth should target a goal of addressing not just suspensions but total referrals to the office. M-A can work on building stronger community in the classroom and the school as a whole, create stronger engagement, and continue to offer support for students' emotional growth.</p>	<p>School suspension rates, both for students suspended at least once and for total suspension.</p> <p>Referral data</p> <p>Data on Panorama survey that relate to engagement and belonging.</p> <p><b>Where can a budget plan of the proposed expenditures for this goal be found?</b></p>

<p>2013-14: 299  2014-15: 207  2015-16: 218  2016-17: 161</p> <p><b>Overall Referral Data:</b></p> <p><b>2014-15:</b> 2867 total referrals (1393 Ed code referrals)</p> <p><b>2015-16:</b> 2496 total referrals (976 Ed code)</p> <p><b>2016-17:</b> 2445 total referrals (1216 Ed code)</p> <p><b><u>Panorama Survey Data:</u></b></p> <p><b>Overall Score for Student Engagement: 2.8 out of 5. (low score)</b></p> <p><b><u>Question:</u></b> When you are not in school, how often do you talk about ideas from your classes:</p> <p>Overall scores: 2.7 out of 5</p> <p>Never: 17%  Once in a while: 26%  Sometimes: 34%  Frequently: 19%  Almost Always: 4%</p> <p><b>Overall Score for belonging to the school 3.0 out of 5</b></p>	<p>These conclusions are supported by data from the panorama survey, in which questions around school engagement, belonging, and connections to adults on campus all reflected areas for growth.</p>	
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<p><b>Question:</b> How connected do you feel to adults at your school? (2.7 out of 5)</p> <p>Not at all: 13% Slightly connected: 30% Somewhat: 36% Quite Connected: 19% Quite frequently: 3%</p> <p><b>Question:</b> Overall, how much do you feel like you belong at your school? (3.2 out of 5)</p> <p>Do not belong at all: 8% Belong a little bit: 16% Belong Somewhat: 34% Belong quite a bit: 31% Completely belong: 11%</p>		
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**STRATEGY: Create time and activities for staff to interact with each other, take a break, and build community.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<b>Feel Good Fridays</b>	Admin	<ul style="list-style-type: none"> <li>2018-19 School Year:</li> <li>School will hold a ‘Feel Good Friday’ two weeks before the end of each quarter, bringing in or organizing community building activities for both students and staff.</li> </ul>	Principal Discretionary/ PTA funding.

**STRATEGY: Continue to provide staff training around Restorative, community building practices, strategies that support all students in the classroom (trauma informed practices), and strategies that help build student voice and engagement in the broader M- A community.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to offer more <b>Restorative Practice Training.</b>	Admin	<ul style="list-style-type: none"> <li>• 2018-19 school year:</li> <li>• Identify teachers interested in learning more for an introduction training</li> <li>• Follow up with teachers who are interested in implementation of talking circles training</li> <li>• Provide Harm Repair training to staff who are implementing and working on building community in the classroom.</li> <li>• Identify one staff meeting or PD day, where whole staff can be trained in Restorative philosophy and how to hold a “restorative conversation.”</li> </ul>	
Form a <b>Restorative Justice Leadership Team</b>	Admin	<ul style="list-style-type: none"> <li>• Spring of 2018 and Fall 2018: I</li> <li>• Identify interested teachers and meet with AVP office to brainstorm ways of increasing/ expanding the use of restorative practices where appropriate.</li> </ul>	Meet during contractual workday.
<b>Create 4 common discussions all 9th graders will engage in,</b> occurring in Social Studies and/ or English classrooms. The goal is to build student skills in listening, speaking, and having empathy.	Admin/ Department Chairs	<ul style="list-style-type: none"> <li>• Spring of 2018: Identify teachers and communicate the goal. Identify the discussion strategy to be used: Socratic or Talking circles, and provide training opportunities over summer and fall of 2018.</li> <li>• Summer 2018: Teachers collaborate around discussion topics as well as tools and strategies to support conversations.</li> <li>• Quarterly, 2018-19 school year: Teachers</li> </ul>	Curriculum Development funded by Foundation for the Future Professional Development Budget  Curriculum Development also done during Cycle of Inquiry team build into contractual workday

		engage students in conversations once a quarter	
Provide <b>Trauma Informed Practices Training</b> to all staff	Admin	<ul style="list-style-type: none"> <li>• Summer of 2018:</li> <li>• Identify a trainer who can provide such training.</li> <li>• Provide Trauma Informed practices training during Faculty week to teachers interested</li> <li>• Fall of 2018, provide training to all staff during whole school Professional Development Day.</li> </ul>	Foundation for the Future Professional Development Budget:

**STRATEGY:** Institute flex time in the school day, building in opportunities for students to seek tutoring help, consult a teacher, or make up a quiz/ test or assignment.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Institute <b>Flex Time</b> into the bell schedule, increasing the opportunities for students to interact with their teachers around content questions, tutoring, and the ability to make up quizzes or tests in a structured format.	Principal and Flex Time Committee	<ul style="list-style-type: none"> <li>• Fall of 2018: Provide training lessons for all staff and students</li> <li>• 2018-19 school year, implement flextime, providing sufficient staffing for supervision and adequate locations for students to attend.</li> </ul>	Flex time is built into the contractual workday and Instructional minute calendar.

**STRATEGY: Staff and continue community outreach through the community liaison position, targeting students who are struggling to attend school.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue staffing attendance <b>Community Liaison.</b>	Admin	<ul style="list-style-type: none"> <li>• 2018-19 School Year</li> <li>• Community liaison will identify students struggling to attend school, communicate with families through phone calls, home visits, and parent conferences.</li> </ul>	Foundation for the Future

**STRATEGY: Work to hire a staff that is diverse and one that reflects M-A student Body.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to support the <b>“Developing our own program”</b> , hiring former paraprofessionals to be interns and eventually teachers for MA.  We currently have the following: <ul style="list-style-type: none"> <li>• 3 staff members from the “Developing Our Own” program.</li> <li>• 1 more completing student teaching this year, whom</li> </ul>	Admin	<ul style="list-style-type: none"> <li>• 2018-19 school year</li> </ul>	

<p>we have hired for next year.</p> <ul style="list-style-type: none"> <li>• In addition, 3 new paraprofessionals have been approved for the developing our own program.</li> <li>•</li> </ul>			
<p>Continue to interview a diverse set of applicants when possible.</p>	<p>Admin</p>	<ul style="list-style-type: none"> <li>• 2018-19 school year.</li> </ul>	



## Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site. If none describe your site, check no boxes.:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$50,000	<input checked="" type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$24,500	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$74,500		
Total amount of state and federal categorical funds allocated to this school		\$74,500		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Simone Rick Kennel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Duran	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ammar Safdari	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mattie Love	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elise Kratzer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Andrea Luskin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Niel Laderman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Resendiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cindy Folker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John Giambruno	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michele Breen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Torres	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karina Flores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Form E: 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.
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 herein 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 05/14/18.

Attested:

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

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