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Single Plan for Student Achievement (SPSA)

# 2018-2019

School name: Live Oak High School		Morgan Hill Unified School District
Principal name: Dr. Maria C. Reitano		Steve Betando, Superintendent
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Link to District LCAP	**Link to SARC**	**Link to Safety Plan**
Link to State Dashboard	**Link to School Website**	**2013 WASC Report** **2016 WASC Mid-Cycle Report**

Plan Summary:

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

> **Description of Live Oak High School**
>
> Live Oak High School is a comprehensive high school in Morgan Hill Unified School District that serves students in grades nine through twelve. Live Oak is situated in a pastoral rural setting within the suburban community of Morgan Hill in Santa Clara County. Morgan Hill Unified serves 9,100 students from the cities of Morgan Hill and San Jose as well as the unincorporated areas of San Martin and Coyote Valley. The local economy is supported by agriculture, light industry, retail and many small businesses, with many community members also employed in Silicon Valley. The student population reflects the rich ethnic and socioeconomic diversity of the community.
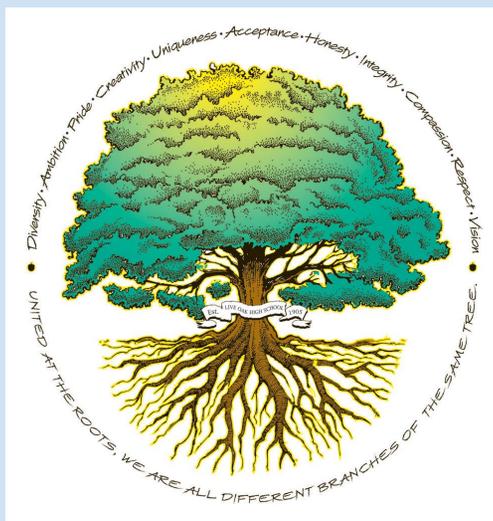
Family and Community Involvement

Given the longevity of the school, there is a strong sense of family in the community. Diverse groups support the school in many ways through donations of time and resources to our students. Live Oak benefits from an active Home and School Club that provides extra classroom supplies, hosts staff appreciation events, and supports student activities. The school band, competitive sports teams, and agriculture program receive continual support from active booster organizations that fundraise and provide much needed assistance. The English Learner Advisory Council (ELAC) improves the communication between school and students' families, informs parents about current educational topics, and increases parent participation in the academic life of English language learning students. The School Site Council (SSC) is a group composed of the principal, staff, parents, and students that meet regularly to review and make decisions regarding curriculum, school policies and programs, and the budget. Live Oak Safe and Sober Grad Night is a parent organization that hosts a graduation celebration for each graduating class. The Live Oak Foundation serves as a district-wide fundraiser that supports staff through competitive grants for supplementary classroom equipment and/or supplies. Additionally, many local residents and businesses contribute generous donations to Live Oak graduates through the common scholarship program.

Live Oak provides several avenues for parent participation. Families are invited to attend Back-to-School Night in the fall, Freshmen Orientation Night, Curriculum Night, Green and Gold Awards, Academic Assemblies honoring students who make the Honor Roll, Parent Education Nights, and Senior Awards. Cal-SOAP, a Live Oak High School support provider, holds college nights to inform parents of college entrance requirements and financial aid opportunities. Numerous community organizations such as the Rotary Club, Stanford Medical Blood Center, local Ford dealership "Drive One for Your School", Silicon Valley Faces (a non-profit organization that supports Camp Everytown), Boccardo Center Reading Program in San Martin, Morgan Hill Lions Club, Mushroom Mardi Gras, Teachers Aid Coalition, Live Oak Foundation, Math Institute of Morgan Hill, Santa Clara County Puzzle Fest, AAUW Fun Run, Italian Catholic Federation, and Morgan Hill Chamber of Commerce foster both international and local community service opportunities for our students in extracurricular clubs and ASB. A Rotary member serves as a co-advisor for Interact Club, a community service oriented club.

Courses of Study

Live Oak offers a comprehensive range of college prep courses, meeting the UC a-g requirements in all curricular areas.

In addition, we are very proud of our Advanced Placement (AP) program. Live Oak offers 17 different sections of AP classes, in all major curricular areas. These courses provide our students the opportunity to study and learn content at both a college level and pace. Successful completion of an AP course and the subsequent exam allow students to waive one or more courses in college. In addition, Honors Geology offers students advanced learning opportunities and the chance to earn college credits in that subject.

Live Oak is proud to be a 1:1 technology school, where students use Chromebooks to access a wide variety of online textbooks and materials, complete and submit assignments and assessments for each course through Google Classroom, and support their learning through the use of a wide variety of instructional technologies.

School and Business Relationships

Live Oak also offers a robust suite of College and Career Education (CTE) courses that provide students with both the opportunity to learn vocational or technical skills that can be readily applied in the workforce, and fulfill UC a-g college prep requirements. Currently, Live Oak offers CTE pathways in the fields of Arts Media and Entertainment, Agriculture and Natural Resources, Building and Construction Trades, Hospitality Tourism and Recreation, and Information and Communication Technologies. There are articulation agreements between Live Oak and local community colleges in alignment with several pathways.

The Construction Technology class has an agreement with the local Carpenters' Union which allows students receiving an "A" or "B" in the class go to the top of a two-year waiting list for new hires. The Construction Technology class also takes field trips to work on Habitat for Humanity projects. In addition, students can participate on their own time to earn community service hours. Locally, Boyd's Cabinets hires a summer intern from the Cabinetmaking class on a yearly basis.

Programs for Students with Special Needs

Live Oak High School offers multiple supports and options to meet the learning of students with special needs. Beginning in 2018-2019 school year, students with Individual Education Plans (IEPs) may receive services in general education courses co-taught by content area and special education teachers, or resource support program (RSP) classes specifically designed to meet their needs. The district secondary programs for students with emotional disturbances and autism are housed at Live Oak. We are proud of our students who have been very welcoming and accommodating to these students.

Student Support

Live Oak offers three after-school programs for students who need extra support. Our English Learner support program offers early English learners focused help from a certificated teacher in both spoken/written English development, and core content areas. Academic support and tutoring are offered to all students after school in all content areas. Our online program allows struggling students to access a variety of programs for enrichment and academic support, as well as credit recovery via the Cyber-high program.

Extracurricular Opportunities

Live Oak has always valued the learning provided by participation in extracurricular activities. We have a full variety of extracurricular programs including all major sports, an award winning band, an acclaimed theater guild, and a wide array of clubs and service organizations.

School Purpose

Live Oak High School is committed to developing a learning environment that enables all students to meet or exceed the state standards. The staff continues to examine data to identify areas of student success and areas where programs and instruction can be improved. Live Oak High School is proud of its excellent academic programs, its strong athletic and extracurricular programs, and the wide variety of support services it provides for its students.

Vision Statement

It is the **Vision** of Live Oak High School to graduate students who demonstrate academic and applied knowledge that exceeds world-class standards to become productive workers and contributing citizens. In order to participate in the technological age, our students will be ethical, critical and independent thinkers, informative navigators, and life-long learners.

Mission Statement

The **Mission** of Live Oak High School is to provide a challenging, high quality educational environment. In this learning environment, disciplines will work in concert with appropriate technology to stimulate and engage school, home and community as mutually supportive partners. This community of learning will encourage all students' identification of their unique talents and the development of their personal educational plans. Thus, our students will become knowledgeable, skilled, responsible, adaptive and creative citizens.

Student Enrollment Demographics and Trends

Subgroup	Enrollment
English Learners	7.4%
Foster Youth	0.3%
Homeless Youth	5.8%
Migrant Education	3.1%
Students with Disabilities	12.3%
Socioeconomically Disadvantaged	39.1%
All Students	**1,175**

Academic Year	Total	Grade 9	Grade 10	Grade 11	Grade 12
2017-18	**1,175**	331	318	280	246
2016-17	**1,163**	336	310	273	243
2015-16	**1,099**	306	287	266	237
2014-15	**1,050**	268	270	257	254

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

The SPSA document represents Live Oak High Schools' allocation of resources toward specific actions designed to meet our goals, in alignment with our school's mission and vision of equitably serving all students. Our goal setting process engages all stakeholders in a process to determine the relative attention and resources we will focus on each of California's eight LCAP priority areas.

Based on input from faculty and staff, students, parents and community members, priority goals for the 2017/18 SPSA will remain in place for 2018/19. **A focus on student achievement continues, with successful completion of A-G requirements for all students as the ultimate measure.**

Live Oak High School SPSA continues to be organized under the same **three goal areas** as MHUSD:

2018-19 Single Plan for Student Achievement (SPSA): LIve Oak High School, Morgan Hill Unified School District

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

With an equity lens, Live Oak High School will…

1. Provide professional learning to faculty and staff to ensure accessible, engaging, high quality standards-aligned instruction in all classrooms.
2. Improve achievement of students with disabilities through the use of enhanced supports, inclusive practices, and co-teaching.
3. Improve achievement of English Learners through targeted supports and interventions (e.g. ELD instruction, tutoring)
4. Engage parents as partners in high school success by offering a variety of learning and engagement opportunities, including Home and School Club (HSC), School Site Council (SSC), English Language Advisory Committee (ELAC), parent education and orientation nights, booster clubs and more.
5. Implement school-wide Positive Behavior Intervention and Support (PBIS).
6. Use data to substantively reflect on and refine our practice in all areas (e.g. PLC Inquiry Cycles, Data Walks, Instructional Rounds, Data Talks at HSC/SSC/ELAC)

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.

Greatest Progress: State Dashboard Indicators with Green or Blue status

Metric	Student Groups in Blue Status
Suspension Rate	Asian Students
English Learner Progress	English Learners
Graduation Rate	All Students, Asian Students, White Students

LIve Oak is proud of its steady improvement in serving English Learners. Although the state metric for college and career readiness is preliminary, the relative status is high compared to other area high schools:
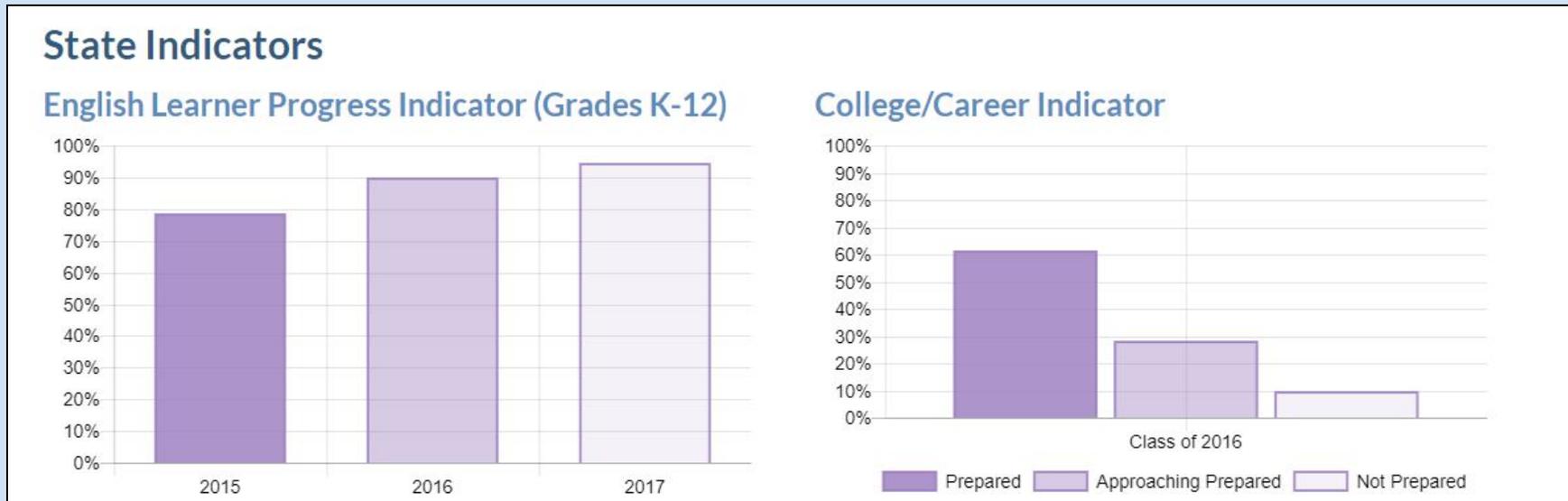
LOHS will build on these successes by continuing and expanding services to English learners, including enhancing implementation of Constructing Meaning (CM) strategies in all content areas, offering in-class and after school school CalSOAP tutoring, providing opportunities for additional language practice through after school/extended day learning as well as embedding differentiated skill development and intervention throughout the school day, including an expanded AVID program to promote college going culture for all students at LOHS.

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?

Greatest Needs: State Dashboard analysis indicates the following areas on Red or Orange

Metric	Student Groups in Orange Status	Student Groups in Red Status
Suspension Rate	White Students	EL, Homeless, Low SES, SWD, Hispanic
Graduation Rate	Low SES, Hispanic	SWD

LOHS has developed and begun piloting aspects of a schoolwide system of Positive Behavioral Interventions and Supports (PBIS) during the 2017/18 school year, with full implementation slated for 2018/19. This plan focuses school attention and resources toward shifting to a more positive and supportive school culture, with the aim of reducing suspension rates for all students. In addition, we have revised our Student Study Team processes, and added to our MTSS academic and behavioral supports in an effort to identify and respond more proactively to students in need of behavioral and academic support, with specific emphasis on ensuring the success of those subgroups of students most at risk.

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

Performance Gaps: State Dashboard analysis indicates the following gaps of two or more levels

Metric	Student Groups with a gap of two or more levels below "All Student" group
Graduation Rate	SED, SWD, Hispanic

LOHS will continue with the development of Multi Tiered Systems of Support (MTSS) to monitor and assist students in academic achievement and successful completion of graduation requirements. In addition, we will be moving toward inclusive (co-taught) classrooms in the 2018-2019 to better support the success of SWD in academic classes.

2018-19 Single Plan for Student Achievement (SPSA):   LIve Oak High School, Morgan Hill Unified School District

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.

LOHS will provide additional professional development, collaboration time, and materials for all teachers to enhance support of English Learners (EL) and students with special needs (SWD) in all classrooms. In addition, we have expanded CalSOAP tutoring, enhanced our AVID program, and refined intervention procedures and services via MTSS to identify needs and provide additional supports for students most at risk.

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 approval by the School Site Council at the monthly meetings. This occurred over several meetings. Other stakeholders with input were our ELAC organization (ELAC is represented within our School Site Council), teacher members of our instructional leadership team, Student Voices and Associated Student Body (ASB) Leadership, and public safety personnel. Input that informs the SPSA is gathered throughout the school-year at a variety of stakeholder meetings. Documentation of Stakeholder Meetings may be found here. In addition, areas for growth as identified in our WASC self-study and mid-term progress report were also brought to bear when the SPSA was created.
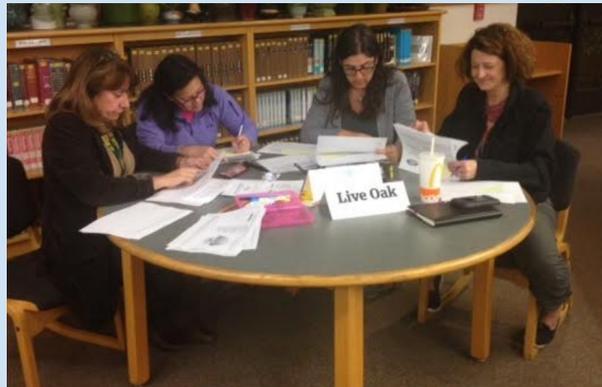
REVISIONS TO SPSA: How did these consultations impact the SPSA for the upcoming year? (Include a brief list of revisions to the SPSA being made this year)

The resultant goals and objectives were created to reflect the input from all stakeholder groups and to align to the LCAP. SPSA actions and allocations were revised in 2017/18 to reallocate funds for a full-time tutoring position we were not able to fill toward additional CalSOAP tutoring services, as well as professional development, materials, and training to support the enhancement of our AVID program.

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:	**$235,867.72**
Total allocations for planned actions in the SPSA:	**$235,867.72**
Percentage of school site budget allocated in the SPSA:	**100 %**
Briefly describe any differences between budgeted and expended resources:	
Total LCFF supplemental funds in the SPSA	**$60,792.72**
Total Federal funds in the SPSA	**$**
Percent unduplicated student count	**39%**
In 2018-19 we will continue to have full-time CARE and CalSOAP counselors dedicated to Live Oak students. In addition, we will continue to serve as regional hub for CalSOAP services. We will continue to offer AVID elective, tutoring, and language support for English Learners in key classes, during lunch, and after school, to assist these target populations with 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.	**$**
Briefly describe the reason for surplus carryover or negative balances from the prior year:	

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

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

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　　95.5%　-0.3%　Very High --SED　　88.2%　-3.5%　Medium --SWD　　81.1%　-1.7%　Low --White　99.1%　+2.5%　Very High --Hisp/La 88.6%　-5.3% Medium	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** --Percent meeting A-G: 52.9%	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: 44 --Comp 9th gr: --Stat & chg: 94.7% +5% Very High --RFEP Rate: 9.7%	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** --Participation rate: 35.6% --3+ score rate: 24%	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: **71%** --Met ERW benchmark: **84%** --Met Math benchmark: **61%** --Met both benchmarks: **55%**	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: **93%** --Met ERW benchmark: **49%** --Met Math benchmark: **26%** --Met both benchmarks: **24%**	Increase CCR score 3 %	Increase CCR score 3 %	Increase CCR score 3 %
Career Technical Ed. --number enrolled --number concentrators --pathway completers	**Career Technical Ed.** 648 enrolled (787 seats/courses) --number concentrators --pathway completers:	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):** N/A	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)** 33.5 % Enrolled 4 yr. College: 28 % completing CS App: 82 % 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	**61.7%** ready, **28.5%** approaching	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** %F Ave GPA Overall --English 13.2 2.43 --Math I 14.75 2.67 --Science 7.54 2.67 --History 13.23 2.34 --ELD 16.6 2.21 SpEd --English 18.97 1.79 --Math 23.6 1.51 --Science 19.4 1.86 --History 22.6 1.36 Mainstream Eng. 9.17 2.82 Mainstream Math 12.23 3.24 Mainstream Sci. 5.57 3.27 Mainstream Hist. 8.53 2.83	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 **7/12**
	  --Grade 11 **5/7**
	  --Grade 12 **8/9**
	--Certificates of Comp: **1**
	--Returning for 5th yr: **0**			

CAASPP Test **ELA** status/change --All student --Low SES --SWD --EL **Math** status/change --All student --Low SES --SWD --EL **Science** status/change --All student --Low SES --SWD --EL	**CAASPP Gr 11** **([Dashboard](#))** **ELA** status/change --All student 2599 --Low SES 2549 --SWD 2450 --EL 2429 **Math** status/change --All student 2562 --Low SES 2507 --SWD 2426 --EL 2417 **Science** status/change --All student No scores yet --Low SES --SWD --EL	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

MAP (growth)	MAP Fall to Winter Growth			
ELA --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional **Math** --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional **Science** --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional	**ELA** school Nat. Norm --Grade 9 0.9 0.8 --Grade 10 1.2 0.4 --Grade 11 2.7 --Grade 12 1.3 **Math** --Grade 9 0.6 1.7 --Grade 10 2.1 1.2 --Grade 11 1.6 --Grade 12 1.0 **Science--optional** --Grade 9 no scores available --Grade 10 --Grade 11 --Grade 12	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.
Implementation Status: Mathematics English (ELA/ELD) History Science MTSS: Assess/Supports PLC:	**Rubric Score (staff survey 1-5)** Mathematics 3.96 ELA/ELD 3.22 History 2.23 Science 2.77 MTSS Academic: 3.38 MTSS SEL: 2.29 PLC: 3.46	Grow from previous year rubric scores in all core area implementations on Staff survey	Grow from previous year rubric scores in all core area implementations on Staff survey	Grow from previous year rubric scores in all core area implementations on Staff survey
California Dashboard Academic Indicator Student Groups in need (red or orange)	**Suspension** - All, EL, Homeless, SED, SWD, Hispanic **Grad Rate** - SWD, SED, Hispanic			
Additional site specific metrics:				

GOAL 1   ACTION 1: Aligned to District LCAP

MTSS Description:	Tier 1 Staff

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

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

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

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

Additional Tier 1 staffing as part of the Single Plan for Student Achievement (SPSA)
1. **Instruction coaching support**

Implementation status and actual actions completed to date:
1. **Constructing Meaning Lead/Coach - teacher stipend**

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

Allocation(s)	1. **$4,800.00**	**Bookmark to SPSA Allocation Overview**
Source(s)	1. **LCFF, Unrestricted Lottery**	
Budget code(s)	1.	
Anticipated changes for following year	1.	

GOAL 1   ACTION 2: Aligned to District LCAP

MTSS Description:	Tier 2-3 Staffing

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

Provide Tier 2 and 3 Staff: Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English Language Learners, socioeconomically disadvantaged, and homeless/foster students. Specifically:

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

1. Care Staff to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling
2. Teachers on Special Assignment to provide implementation support of tiered academic supports in the areas of Assessment, ELD services, ELA/ELD and Math, NGSS, Instructional Technology, and Migrant Services.
3. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Secondary Equity staffing)
4. Intervention specialists to support early literacy deployed and funded through the elementary school plans.
5. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff
6. Positive Behavior Intervention and Support implementation coach
7. School Resource Officer
8. School Linked Services coordinator
9. Migrant Program Community Liaison and clerical support

Additional Tier 2-3 staffing as part of the Single Plan for Student Achievement (SPSA)
1. Provide program oversight and monitoring for the progress of our English Language Learners.

Implementation status and actual actions completed to date:
1. Site ELD Coordinator - additional teacher hours/stipend

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

Allocation(s)	1. $14,472.00	**Bookmark to SPSA Allocation Overview**
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 for site level professional development.**

Implementation status and actual actions completed to date:
1. **Fund substitutes for at least four Instructional Rounds sessions**
2. **Conference costs for teachers in ELA, Math, Science, Social Studies, Special Education, and AVID**
3. **Send one teacher and one administrator to the AVID Summer Institute (conference, travel, and accommodations)**
4. **Fund professional development and training for all teachers in Learner Variability/Universal Design for Learning and for co-teachers of inclusive classrooms on supporting SWD in mainstream academic settings/classes (LO Foundation Grant)**

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. **Ongoing action, focus will change to reflect the progression of various adoptions and initiatives**

Allocation(s)	1. $2,700.00 2. $4,185.00 3. $1,900.00 4. $28,575.00	**Bookmark to SPSA Allocation Overview**
Source(s)	1. **Unrestricted Lottery** 2. **Unrestricted Lottery** 3. **LCFF** 4. **LO Foundation Grant**	

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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. ie Science camp, Tech or focus academy related, enhancing CTE or dual enrollment programs.

Implementation status and actual actions completed to date:
1. Student Chromebooks - purchasing and maintenance
2. Teacher Laptops - purchasing and maintenance
3. Mobile HotSpots (for EL and SED students without internet access at home) - purchase and subscription service
4. Go Guardian subscription - instructional support for technology integration in academic classes
5. Educational Technology Specialist - additional teacher hours/stipend

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. N/A

Allocation(s)	1. $30,000.00 2. $3,313.00 3. $1,000.00 4. $6,500.00 5. $4,800.00	**Bookmark to SPSA Allocation Overview**
Source(s)	1. **Unrestricted Lottery** 2. **Unrestricted Lottery** 3. **LCFF** 4. **Unrestricted Lottery**	

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

GOAL 1   ACTION 5: Aligned to [District LCAP](#)   **MTSS Description:** Tier 2-3 Instructional Supports

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

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

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

1. Implement the district wide [assessment plan](#)
2. Implement district wide strategic supports such as Read 180, System 44, Lexia, LLI and Study Island
3. Utilize Cyberhigh as a credit recovery program for high schools.
4. Utilize supplementary instructional materials and assessments to inform and provide tiered supports.
5. Encourage through outreach and support increased enrollment of underrepresented students in Advanced Placement Classes
6. Utilize Cal Soap services improve access to college for underrepresented students and parents.
7. Provide [extended day support](#) and [extended day learning opportunities](#) for EL, Foster/Homeless, and socioeconomically disadvantaged
8. Implement supplemental support provisions of the [EL Master Plan](#)
9. Pre-school to serve eligible students
10. Provide extended learning opportunities to English Learner and Migrant Students.
11. Participate in outreach for TK/K enrollment including annual event. Extend the birth date range to December 31 for Transitional Kinder Enrollment.
12. Support growth of [Independent Learning Program](#) based on enrollment.
13. Implement and organize work consistent with the District's role as the [MTSS knowledge Development LEA](#) for Santa Clara County
14. Provide extended year learning opportunities for students with disabilities

Additional Tier 2-3 instructional supports related to site specific initiatives and supported in the SPSA
1. Provide tutoring support for struggling students
2. Provide extended day credit recover to assist students in staying on track for graduation
3. Provide summer school credit recovery to assist students in staying on track for graduation

Implementation status and actual actions completed to date:
1. CalSOAP Tutors - support for EL/SWD and all student success in academic classes; after school tutoring support
2. Extended Day/Credit Recovery (CyberHigh): After School (Semester 1 and Semester 2)
3. Extended Day/Credit Recovery (CyberHigh): Summer School

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. 1-3, All actions anticipated to be ongoing

Allocation(s)	1. $12,880.00 **[Bookmark to SPSA Allocation Overview](#)**
	2. $18,000.00
	3. $30,000.00
Source(s)	1. LCFF
	2. Extended Day
	3. LCFF, Unrestricted Lottery

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

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1.

Allocation(s)	1. **Bookmark to SPSA Allocation Overview**
Source(s)	1.
Budget code(s)	1.
Anticipated changes for following year	1.

GOAL 1   ACTION 7: Aligned to District LCAP

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

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

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

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

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

Additional actions related to non-instructional basic services supported in the SPSA
1.

Implementation status and actual actions completed to date:
1. **General Operating Expenses**
2. **Department Budgets - Instructional Materials and Supplemental Supplies**

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1. **Ongoing**
2. **Ongoing**

Allocation(s)	1. $43,307.00 2. $7,000.00	**Bookmark to SPSA Allocation Overview**
Source(s)	1. **Unrestricted Lottery** 2. **Unrestricted Lottery**	
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 SSC 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 ELAC 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 HSC 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** - 84 new volunteers cleared through HR	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** **HSC** Total Raised: 4,449.67 Allocated: 4,449.67. **Athletic Boosters** Total Raised: 25,000	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend

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	Allocated: 25,000 **Band Boosters** Total Raised: allocated: **FFA Boosters/Alumni** Total Raised: allocated:			
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: 95.3%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: 93.6%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** percent accessing Aeries: 86%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education program completers	**Parent Education** program completers	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	**3.5**	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:	**3.58**	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	**3.48**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	**3.63**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	**3.50**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	**3.26**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	**3.13**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric

Our school values diversity:	**3.29**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	**3.28**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	**3.24**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	**4.26**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	**3.24**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a high variety of extended programs available.	**3.24**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	**3.33**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	**3.37**	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.	Freshmen Orientation - 190 Back to School Night - 291 PSAT/Parent Info. Night- 175 HSC/Coffee w/Principal - 27 Cafe con La Directora - 16 CalSOAP College Info. Nights - 169			

GOAL 2   ACTION 1--Aligned to District LCAP

MTSS Description: Tier 1 Parent Engagement

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

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

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

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

Additional actions related to Tier 1 site specific parent engagement activities supported in the SPSA
1. **Support parent engagement by assisting volunteers with background clearance expenses.**

Implementation status and actual actions completed to date:
1. **Volunteer Screening and Clearances**

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

Allocation(s)	1. $1,470.00 **Bookmark to SPSA Allocation Overview**
Source(s)	1. **Unrestrict Lottery**
Budget code(s)	
Anticipated changes for following year	

GOAL 2 ACTION 2--Aligned to District LCAP	**MTSS Description:** Tier 2-3 Parent Engagement

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

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

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

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

Additional actions related to Tier 2-3 site specific parent engagement activities supported in the SPSA
1. Provide Parent Outreach & Education Opportunities

Implementation status and actual actions completed to date:
1. Parent Outreach & Education Opportunities

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1.

Allocation(s)	1. **$1,000.00** **Bookmark to SPSA Allocation Overview**
Source(s)	1. **LCFF**
Budget code(s)	
Anticipated changes for following year	

Goal 3 Statement of Goal	Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready
Priorities Addressed by this goal:	STATE 5 6 7 8 LOCAL PRIORITIES:
Identified Need	The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for all students. In addition, there are significantly higher rates of absenteeism and suspension among our Hispanic students and Students with Disabilities than in and the general student population.

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 94.47%**	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (**Dashboard**) Overall: 15.2% SWD 25% SED 20% Foster ***** Homeless 29.2% EL 12.2% White 15.1% Latino 16.5%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Fourth SARB Notice --# Fifth SARB Notice --# SARB/Conf.Notice	**SARB Compliance:** --# First Notice: 233 --# Second Notice: 118 --# Third Notice:51 --# Fourth SARB Notice: 7 --# Fifth SARB Notice: 2 --# SARB/Conference Notice: 32	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

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--# Parent Conferences --#SARB Hearings	--# Conferences: 30 --# Hearings: 25			
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: 8.5% SWD 19.4% SED 12.3% Foster ***** Homeless 15.3% EL 7.1 White 4.7 Latino 11.7%	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: 21 Violence: 74 Weapons: 4 Defiance/Bullying: 80	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: 0.25%**	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	**Drop Out Rate: 1.2%** **State Rate: 2.4%** **County Rate: 2.7%**	Maintain below state rate	Maintain below state rate	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined**			
I feel safe at school	**3.09**	Improve score over prior	Improve score over prior	Improve score over prior
I feel safe at home	**3.60**	Improve score over prior	Improve score over prior	Improve score over prior
I have a safe staff connection to talk to.	**3.03**	Improve score over prior	Improve score over prior	Improve score over prior
I participate in school activities	**2.76**	Improve score over prior	Improve score over prior	Improve score over prior
I am happy at school	**2.33**	Improve score over prior	Improve score over prior	Improve score over prior
I am proud of my school	**2.77**	Improve score over prior	Improve score over prior	Improve score over prior
My school is an outstanding school	**2.6**	Improve score over prior	Improve score over prior	Improve score over prior

CA Healthy Kids	Student surveys: CHKS survey is scored as percent of students reporting HIGH Levels (Grades 9, 11)			
Chronic sadness or hopelessness	**9th: 34%** **11th: 35%**	Reduce below prior measurement	Reduce below prior measurement	Reduce below prior measurement
Current alcohol or drug use	**9th: 14%** **11th: 25%**	Reduce below prior measurement	Reduce below prior measurement	Reduce below prior measurement
Has experienced harassment or bullying	**9th: 32%** **11th: 28%**	Reduce below prior measurement	Reduce below prior measurement	Reduce below prior measurement
High level of school connectedness	**9th: 14%** **11th: 10%**	Increase over prior measurement	Increase over prior measurement	Increase over prior measurement
High level of caring staff	**9th: 18%** **11th: 27%**	Increase over prior measurement	Increase over prior measurement	Increase over prior measurement
Feeling very safe at school	**9th: 51%** **11th: 56%**	Increase over prior measurement	Increase over prior measurement	Increase over prior measurement
Students attending Extended Day:	# Attending Ext. Day: 56	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Female: 198 Male: 227**	Maintain consistent program	Maintain consistent program	Maintain consistent program
PBIS Implementation: **School-Wide** **Non Classroom** **Classroom** **Individual**	**In Place: 25% Part: 37% Not: 38%** **In Place: 18% Part: 24% Not: 58%** **In Place: 30% Part: 52% Not: 18%** **In Place: 14% Part: 33% Not: 54%**	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	Student Linked Service- 6 referrals EL joven Noble 18 students District Therapist 11 students ED 1:1 Therapy 11 students Critical (Non-SpEd) 15 students annually Discovery Counseling 70 students Clothing Referrals 3 students Food Pantry referrals 3 students VTA/Free passes 8 students			
Additional site specific:	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester ● Fall - 393 ● Spring - 662 Green and Gold Awards - 140 Senior Awards Night - 91			

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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. Positive Behavior Intervention & Support implementation - substitutes/training
2. Camp Everytown - student leadership training focused on diversity/equity/inclusion
3. Live Oak Link/Silicon Valley Faces - student leadership training and development focused on positive school culture/diversity/equity/inclusion
4. Staff and student leader shirts - positive school culture efforts

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
1.

Allocation(s)	1. $2,700.00 2. $2,400.00 3. $6,000.00 4. $1,000.00	**Bookmark to SPSA Allocation Overview**
Source(s)	1. 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 - Site Subscription and Membership
   2. AVID - Program Cost and Instructional Materials
   3. EL Academic Support - afterschool tutor/teacher stipend
   4. Naviance - Advanced Placement Preparation cost

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:
   1.

Allocation(s)	1. $4,318.00 2. $3,922.00 3. $4,800.00 4. $3,200.00	**Bookmark to SPSA Allocation Overview**
Source(s)	1. LCFF 2. LCFF 3. LCFF 4. Unrestricted Lottery	

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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	**$146,875**	**$60,792**	**$28,200**	**$28,575**	**$18,000**
Budgeted*	**$146,875**	**$60,792**	**$28,200**	**$28,575**	**$18,000**
Spent YTD					
Encumbered					
Available					
Links to Action Details	**Unrestricted Lottery**	**LCFF Supplemental**	**Extracurricular**	**LO Foundation Grant**	**Extended Day**
Action 1.1 Constructing Meaning (CM) Coach		$4,800.00			
Action 1.2 EL Facilitator		$14,472.00			
Action 1.3 UDL/Learner Variability Training for SpEd Inclusion/Support Instructional Rounds AVID Team Training Conference Expenses (AP, CCSS, NGSS)	$2,700.00 $4,185.00	$1,900.00		$28,575	

Action 1.4 Student Chromebooks (purchase, maintenance) Teacher Laptops (purchase, maintenance) Mobile HotSpots Go Guardian EdTech Stipend	$30,000.00 $3,313.00 $6,500.00 $4,800.00	$1,000.00			
Action 1.5 CalSOAP Tutors Extended Day: Sem1/Sem2 (CyberHigh credit recovery) Extended Day: Summer (CyberHigh credit recovery)	 $18,300.00	$12,880.00 $11,700.00			$18,000.00
Action 1.6					
Action 1.7 General Operating Expenses Department Budgets: (instructional materials & supplemental supplies)	$43,307.00 $7,000.00				
Action 2.1 Volunteer Screening	$1,470.00				

Action 2.2 Parent Outreach & Education Evenings (childcare, program expenses)		$1,000.00			
Action 3.1 PBIS Implemenation (substitutes/training) Camp Everytown Link/SV Faces Staff & Student Leader Shirts	$2,700.00 $2,400.00 $6,000.00 $1,000.00				
Action 3.2 AVID Subscription & Membership AVID Program Costs/Materials EL Academic Support (tutor/teacher stipend) Naviance AP Prep	 $3,200.00	$4,318.00 $3,922.00 $4,800.00			

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Maria Reitano	Principal	reitanom@mhusd.org	5/14/18
2. Veronica Diaz	Certificated	diazv@mhusd.org	5/14/18
3. Paula Scotney-Castle	Parent	scotneycastle@charter.net	5/14/18
4. Cherisse White	Parent	cherisse@cherisseshairsalon.com	5/14/18
5. Tara Bevington	Parent	tlbevington@gmail.com	5/14/18
6. Sherri Bass	Parent	kanakalele@aol.com	5/14/18
7. Daisy Gallardo	Parent	daisyd@charter.net	5/14/18
8. Maria Lopez Fuentes	Parent	mami0421@live.com	5/14/18
9. Andrew Tuttle	Student	105357@students.mhusd.org	5/14/18
10. Nancy Avina	Student	59826@students.mhusd.org	5/14/18
11. Tracie Shumate	Classified	shumatet@mhusd.org	5/14/18
12. Sara Martinez	Classified	martinezs@mhusd.org	5/14/18

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	1	2	6	2

2018-19 Single Plan for Student Achievement (SPSA): LIve Oak High School, Morgan Hill Unified School District

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 (ASB) Representatives
       Student Voices

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: May 14, 2018

Attested:

Maria C. Reitano, Ed.D.

_____   _____   _____

Typed Name of School Principal   Signature of School Principal   Date

_____   _____   _____

Printed Name of SSC Official   Signature of SSC Official   Date

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

([Return to top](#))

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

I: Student/Community Profile Data: **See the narrative in the "Our Story" section of the SPSA above.**

Include the following:

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

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

II: Significant Changes and Developments: **See the narrative in the "Our Story" and "Review of Progress" Sections above**

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

III: Ongoing School Improvement: **See the narrative in the "SPSA monitoring, progress, and revision" section above**

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation

and monitoring of the schoolwide action plan.

- Describe the process used to prepare the progress report.

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

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

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

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

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

Links to WASC templates:

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