

# The Single Plan for Student Achievement

**School:** Scotts Valley Middle School  
**CDS Code:** 44754326049944  
**District:** Scotts Valley Unified District  
**Principal:** Mary Lonhart  
**Revision Date:** 3/15/17

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 October 5, 2016 .**

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## School Vision and Mission

### Scotts Valley Middle School's Vision and Mission Statements

We are a middle school with a highly-qualified, diverse staff, personally committed to guide student transition between elementary and high school years through a program which maximizes each individual's personal and academic potential. In order to achieve this goal, we assume responsibility for working together cooperatively, and for creating a climate of honesty and respect in our learning environment.

We, the educators and parents of Scotts Valley Middle School students, believe that all students have the potential to achieve academic success and become responsible, contributing members of their community.

## School Profile

Scotts Valley Middle School (SVMS) is a 6-8 middle school in the Scotts Valley Unified School District. SVMS has been awarded the California Distinguished School Award, the California Gold Ribbon Award and the distinction of a National School to Watch. SVMS is located near the base of the Santa Cruz Mountains, just south of Silicon Valley. Our school currently serves approximately 600 students in twenty-two general education classrooms, one Resource Specialist Program classroom and one Special Day Class student classroom. Our campus also has a large Pavilion that is used by students and the community for physical education classes and community athletic programs. The campus is located in the center of Scotts Valley, allowing many students to self-transport to school and have safe access to the businesses of downtown Scotts Valley. The school opened in 1941 as a Works Project Administration project as an elementary school and eventually became the middle school. Over the years, twelve portable classrooms have been added to the campus to house classrooms and locker rooms. With the support of our community, the Board of Trustees passed a building bond that will provide us with new facilities. Site preparation work has begun and our first move into transitional housing was completed in December 2016. Students and staff moved into ten portable classrooms, located on our basketball court blacktop. Major demolition and subsequent building is planned to begin in April 2017. Our staff includes twenty-eight highly-qualified teachers, .2 Music teacher, 1.5 Resource Specialists, one Special Day class teacher, one part-time speech therapist, one part-time school psychologist, one .2 nurse, two custodians (one day and one night), one administrative assistant, one part-time library clerk and one registrar. Our support staff also includes five instructional aides that support special education students and also serve as yard supervisors for our break and lunch. The SVMS staff is committed to educating all of our students and has a long tradition of providing a rich learning experience in a warm, caring environment. In addition to classrooms, the campus includes an administration building where our library, one computer lab and our multi-purpose room is housed. Our campus and athletic facilities are used by many community groups including Scotts Valley Parks and Recreation, Boy Scouts and Girl Scouts, Scotts Valley Lacrosse, Scotts Valley Little League, our PTA and our Scotts Valley Educational Foundation.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The SVMS Site Council is proud to deliver the results of the 2016-17 school year survey. A few of the key points we would like to showcase are that the students continue to find both a challenging and supportive atmosphere at school, and that they are most engaged by both the athletics and dances at SVMS. Students and parents like and utilize the school website tools and Binder Reminder planner to stay informed about coursework and school events. Each year, the School Site Council of SVMS conducts a survey to seek information about core programs and school activities from students, parents, teachers and staff. Data is compiled using an online survey tool which provides the School Site Council with effective summaries of responses. Some of our priority activities, generated from our survey data are: increase advertisement of on-site counseling program to both parents and students, make "student incident report forms" more accessible, both on the school website and within classrooms, increase opportunities within the Enrichment period for STEM activities with parent volunteer support, offer a Coding Club, if possible, with volunteer

support, and advertise the PowerSchool app for parents that is accessible on smart-phones and resources and investigate the “push notifications” for PowerSchool and inform parents of its availability.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

Each year the results of state, district and site-based assessments are used to identify areas of strength in student performance and to identify areas of instruction that need to be strengthened for improved student achievement. Because our work together has allowed for the development of Essential Standards in all departments as well as common assessments for students, it has provided additional data for faculty to evaluate progress and growth. New this year will be the use of Illuminate, a data analysis program that will allow for the evaluation of both state and local measures. Teachers use their individual class data to inform and modify their instruction to improve student achievement as well as the data provided by this variety of other assessments. Departments can use the performance data to collaborate and share instructional strategies designed to improve student performance. Staff and School Site Council use the information to set goals and direct resources for improved student achievement. Data from the 2016 CAASPP assessment and the 2016 STAR assessment confirm the strength of the instructional program at SVMS. It should be noted that in English Language Arts, our average level of proficiency for grades 6-8 was 67%, nearly 22% greater than both the county and state averages. In mathematics, our average level of proficiency was 60%, nearly 27% greater than both the county and state averages. Additionally, over 94% of our 8th grade students consistently achieve proficient or advanced on the STAR Science 8 assessment.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)**

Benchmark assessments are an integral part of the report card data. Teachers use their individual class data to inform and modify their instruction to increase student achievement. Grade level teachers use the grade level performance data to collaborate and share instructional strategies, resources, and best practices designed to improve individual and grade level performance. The principal, along with grade level teacher leaders, facilitates the analysis of student achievement data using both state and local assessments. Staff and the School Site Council use the information to set goals and direct resources for improved student achievement. The results drive our intervention programs. The District has purchased a data management program, Illuminate, to provide longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, student grades and teacher data.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence. All teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and school administrators are highly qualified educators under NCLB.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Decisions regarding staff and professional development needs are based on student performance and achievement data from the state and local assessments, teacher input, the goals of our school improvement plan, and the state adoption cycle of standards-based instructional materials. The major provision for professional staff development is a bi-weekly, district-wide restructured day (Wednesday) in which students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- Math professional development through the Silicon Valley Math Initiative (focus on problem solving) and College Preparatory Mathematics (CPM).
- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics.
- Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.

\*Professional development will continue to focus on the use of google tools for both our students and our teachers

\*Meeting both the social/emotional and behavioral needs of our students

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Decisions regarding staff development are based on teacher input, goals of our school improvement plan, goals of our district Strategic Plan and needs identified in our student performance data. Staff development activities for the 2016-17 school year will focus on refinement of common assessments for students, and the use of data to drive instruction and instructional strategies to support our at-risk student groups. Staff development at the district and site level includes vertical articulation with SVHS, alignment of resources to content standards, and formal professional collaboration through grade level/department common planning time. Continued work for our science department focuses on alignment with the Next Generation Science Standards. Given that SVMS is piloting a new math curriculum (CPM) all of our math teachers have received extensive summer training in the use of our new math materials. Additionally, math teachers will have several follow-up professional development sessions related to our new math instructional materials. In addition to CPM, our math department continues to use the SVMII strategies. Through the County Office of Education, math teachers will participate in refresher sessions related to SVMII. Staff development time is provided daily through the Team Time that is included in our Academy Program. Every other week, students are released at 12:30pm to allow for one and one-half hours of additional collaboration to include such activities as: department collaboration time, vertical articulation with both of our elementary schools and our high school as well as district-wide staff development.

## Teaching and Learning

### 8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school district provides standards-aligned, basic core instructional programs in RLA/ELD (1997-adopted content standards or CCSS) and in mathematics (2016-pilot College Preparatory Mathematics materials). There is sufficiency of textbooks and materials for every student.

Teachers collaborate at the department and/or grade level to target the needs of under-performing students and analyze student work to plan for instruction to meet the needs of all students. Bi-weekly professional development time provides opportunity to meet within the departments as well as meet with other grade level teachers in other content areas. Teachers have 1 ½ hours of bi-weekly staff development through a regularly scheduled early release day. Teachers assess and identify advanced and struggling students, discuss teaching strategies, analyze data and plan instruction accordingly.

Our 6-8 district content standards (curriculum) in English Language Arts, math, history, science, visual/performing arts match the Common Core state standards. Over the past few years, subject departments have written scope and sequences, and aligned units of study to assessments, timelines and Common Core state standards. Due diligence has been given to delivering instruction and using materials that support student achievement to the standards. A focus for the 2016-17 school year is the use of technology in the classroom. Math classes are ability grouped with fluidity between classes as students are assessed. Students are also assessed using standards-based, district-wide, grade-level benchmark assessments as well as agreed upon common assessments within each department.

### 9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Scotts Valley Middle School and District comply with and monitor the daily implementation of instructional time for the adopted ELA and mathematics basic core programs, the intensive interventions as well as additional time for strategic support and English Language Development instruction for identified English Language Learners.

ELA- 6th-8th grade 1-2 hours daily

ELA intervention- 1-2 hours daily

Mathematics- 6th-8th grade- 1 hour daily

Mathematics intervention- 1-2 hours daily

### 10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Enrichment period at SVMS is the cornerstone of our academic schedule. Students are organized in Academies, or commonly known as families, and are shared among common teachers for their four core subjects (math, science, English and history). In addition to the four core subjects, these same teachers share the students within the Enrichment period. During this period, students and teachers are afforded the flexibility to meet individual or small group needs. A student, for example, may be assigned for Enrichment, to the science teacher's classroom, however on any given day, can ask to return to the math teacher's classroom for additional help on a concept. Teachers use this time to re-teach lessons to small groups, to provide accommodated curriculum for our special needs students, to provide extension activities for those students prepared to exceed the grade level standard, to allow for peer-mentoring and tutoring, and much more. This Enrichment period allows SVMS to maintain high academic expectations while providing instructional time within the school day to support students in reaching their goals. Through our Enrichment period, students are provided with individualized attention to help each reach their potential on any given assignment. Enrichment allows students the opportunity to practice self-advocacy and seek assistance in an area of their determination. When necessary, faculty members intervene to provide direction and guidance in the use of individual Enrichment time.

### 11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school district provides standards-aligned, basic core instructional programs in RLA/ELD (1997-adopted content standards or CCSS) and in mathematics (2016-pilot College Preparatory Mathematics materials). There is sufficiency of textbooks and materials for every student.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

English/Language Arts – Our current English/language arts curriculum is based on a California state approved textbook series. All activities and instruction surrounding this instruction are based upon the Prentice-Hall text purchased in 2005. Early Fall staff collaboration time will be focused on the continued successful implementation of the Accelerated Reader Program. A reading program, Accelerated Reader, based on assessment and designed to address the needs of all levels of learners, the school-wide program will be expanded to include AR360, which is a non-fiction reading program with Common Core Standard skill alignment and features current articles in health, technology, science, kids and social studies. This program is in use in our elementary schools and we believe it to be a natural progression to be used at the middle school level as well.

Math –Our Math Department is actively involved in the piloting process for selection of a Common Core Math textbook. For the 2016-2017 school year, all math teachers will be using the College Preparatory Mathematics materials. Each teacher received extensive summer professional development with these new materials and receive follow up sessions throughout the year for CPM. Refresher sessions for SVMl will also be provided for our math departments.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Several services are available to under-performing students such as:

\* Modifications/accommodations to the curriculum (class and homework)

- Leveled math classes within the Academy
- 1:1 instruction and small group instruction in the classroom, provided by the mainstream teacher, during the school day (Enrichment Period)
- Varied instructional strategies for concept development
- Multi-level activities within the lesson
- Flexible ability grouping in some classes
- Alternative ways for students to demonstrate skills and knowledge
- Highly qualified, credentialed staff
- Collaboration between special Education staff and General Education staff weekly (Special Services Mondays)
- Daily collaboration time provided to allow for professional development activities, both site and district-wide

14. Research-based educational practices to raise student achievement

- Modifications/accommodations to the curriculum (class and homework)
- Leveled math classes within the Academy
- 1:1 instruction and small group instruction in the classroom, provided by the mainstream teacher, during the school day (Enrichment Period)
- Varied instructional strategies for concept development
- Multi-level activities within the lesson
- Flexible ability grouping in some classes
- Alternative ways for students to demonstrate skills and knowledge
- Highly qualified, credentialed staff
- Collaboration between special Education staff and General Education staff weekly (Special Services Mondays)
- Daily collaboration time provided to allow for professional development activities, both site and district-wide

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

#### Family

- Parents make financial contributions to individual classes. Some of these donations are used to purchase materials to help students.
- Parents volunteer in the classes and school site. Most of our volunteers are parents who choose to work in the school.
- Families support students with homework.

\*Parents are represented on our Site Council as well as on other district oversight committees.

#### School

- Each year the SVMS Parent Teacher Association (PTA) gives each teacher discretionary money that can be used by the teacher to provide resources to meet the needs of students.
- Categorical funds (Special Education, Title I) are allocated to the school in the form of personnel, materials, staff development, and parent education.
- Team Time provides opportunities for teachers and parents to meet together as needed to discuss individual student progress and needs.
- SST (Student Study Team) provides resources of ideas and strategies for both parents and teachers to assist low achieving students.
- The SVMS Academy Program provides opportunities to students for one on one, small group intervention and enrichment activities within the school day.

#### District

- ELD (English Language Development) serves 6-8 grade students at the site in oral language development and transitional reading/writing development.
- Special Education programs at the site: RSP, Speech and Language, Special Day class, Adaptive Physical Education, Occupational Therapy
- Counseling services
- Behavior Specialist services

#### Community

- SVEF (Scotts Valley Educational Foundation) contributes to district-wide needs. For the 2016-2017 school year, the SVEF is helping to fund part-time library clerks in all four schools.

\* Teachers continually look for additional resources that would assist below grade level students in meeting standards.

\*Local businesses and service organizations (Kiwanis, Scotts Valley Rotary Club, etc.) donate funds to the school that can be used in a variety of ways to assist students.



16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

#### Family

- Parents make financial contributions to individual classes. Some of these donations are used to purchase materials to help students.
- Parents volunteer in the classes and school site. Most of our volunteers are parents who choose to work in the school.
- Families support students with homework.

#### School

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- Special Education programs at the site: RSP, Speech and Language, Special Day class, Adaptive Physical Education, Occupational Therapy
- Counselor Services
- Behavior Specialists

#### Community

- SVEF (Scotts Valley Educational Foundation) contributes to district-wide needs. For the 2016-2017 school year, SVEF is funding a part-time library clerk at each of the four schools.
- Local businesses and service organizations (Kiwanis, Scotts Valley Rotary Club, etc.) donate funds to the school that can be used in a variety of ways to assist students.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds utilized by Scotts Valley Middle School include:

1. Title I funds-to support intervention and remediation for identified at-risk students
2. Title II funds-to support professional development
3. Title III funds-to support Immigrant and EL students

18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA). All expenditures are detailed within the LCAP with consideration to the LCFF.

### **Description of Barriers and Related School Goals**

Although we work hard in our district to improve students' achievement, there are some school, district, and community barriers which keep us from succeeding. Some of these include: family dynamics and/or educational priorities, individual behaviors and/or

attitudes of students, large class size, and limited funding for classrooms and programs. The continued depletion of state funds will present on-going challenges for our school. Without the financial support from the state, programs such as our library are at risk. We have been unable to provide summer school to at-risk students for the last several school years but hope to do so in the near future.

School goals reflect our continued focus on English Language Arts, mathematics and the social-emotional well-being of our students. Several programs are in place to support both the extension and intervention of students' individualized needs.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	207	194	205	191	204	191	99.0	98.5
Grade 7	221	202	217	200	217	200	98.2	99
Grade 8	203	220	199	214	197	214	98.0	97.7
All Grades	631	616	621	605	618	605	98.4	98.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2540.0	2549.6	14	25	42	34	32	26	11	15
Grade 7	2572.8	2596.9	14	27	53	46	23	20	10	9
Grade 8	2603.3	2608.2	22	23	47	50	22	19	8	8
All Grades	N/A	N/A	16	25	48	44	26	21	10	10

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	22	24	55	54	23	23
Grade 7	25	35	59	53	15	13
Grade 8	36	38	52	48	12	14
All Grades	28	32	56	51	17	16
Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	20	32	59	49	21	19
Grade 7	31	52	54	39	14	10
Grade 8	38	46	52	43	10	11
All Grades	30	44	55	43	15	13

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	13	20	78	71	8	9
Grade 7	15	28	72	65	13	8
Grade 8	18	27	74	64	8	8
All Grades	15	25	75	67	10	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	26	35	68	57	6	8
Grade 7	28	36	64	54	8	11
Grade 8	37	38	57	52	6	10
All Grades	30	36	63	54	7	10

**Conclusions based on this data:**

1. 69% of students met or exceeded standards on the ELA CAASPP test. This is 20% greater than the state average.
2. ELD students continue to be below standard.
3. 6th grade students showed the least amount of growth overall.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	207	194	205	191	203	191	99.0	98.5
Grade 7	221	202	217	200	217	200	98.2	99
Grade 8	203	220	199	214	196	214	98.0	97.7
All Grades	631	616	621	605	616	605	98.4	98.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2563.5	2544.9	31	27	28	24	26	28	14	21
Grade 7	2578.3	2598.6	27	34	31	34	31	23	11	9
Grade 8	2609.8	2605.3	35	31	26	31	23	24	14	14
All Grades	N/A	N/A	31	31	28	30	27	25	13	15

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	34	31	39	38	26	31	
Grade 7	38	50	47	36	15	15	
Grade 8	43	40	35	40	21	20	
All Grades	38	41	41	38	21	21	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	33	28	53	50	14	21
Grade 7	34	41	53	48	13	12
Grade 8	38	35	53	56	9	9
All Grades	35	35	53	51	12	14

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	32	26	56	54	12	20
Grade 7	27	42	65	49	8	10
Grade 8	31	29	56	60	12	11
All Grades	30	32	59	55	11	13

**Conclusions based on this data:**

1. 61% of students met or exceeded standards on the mathematics CAASPP assessment. This is 24% greater than the state average.
2. ELD students did not meet standards.
3. 6th grade math students demonstrated a concerning decline in performance.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6		33			33	***	***	17	***		17				
7		17			33	***	***	50	***						
8				***		60		***	40					***	
Total		21		***	29	55	***	36	45		7			7	

#### Conclusions based on this data:

1. 60% of ELD students earned "Early Advanced" on the CELDT.
2. 40% of ELD students earned "Intermediate" on the CELDT.

## Planned Improvements in Student Performance

### School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Basic Services</b>
<b>LEA/LCAP GOAL:</b>
SVUSD will fully implement Common Core State Standards (CCSS). Teachers will be trained and provided with appropriate, aligned materials and technology integration.
<b>SCHOOL GOAL #1:</b>
SVMS will fully implement Common Core State Standards (CCSS). Teachers will be trained and provided with appropriate, aligned materials and technology integration.
<b>Data Used to Form this Goal:</b>
CAASPP data CELDT data STAR Accelerated Reader Data
<b>Findings from the Analysis of this Data:</b>
In reviewing SVMS's data, it is apparent that grade levels will need to target specific strategies in order to ensure that all students succeed and perform adequately on local and state measures.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will complete classwork, homework, Accelerated Reader quizzes, and common assessments. This data will be evaluated during our common team time to monitor effectiveness of instruction and student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			None Specified			
Teachers will participate in the Curriculum and Technology Committee, the Assessment Committee, the Curriculum Council,	August 2017-June 2018	SVMS teachers, Director of Technology, Director of CIA	funding included in District budget (substitute cost)		Title II Part A: Improving Teacher Quality	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and the Tech Force. Teachers will share their technology learning during Professional Development and Collaboration time and daily Team Time. As a result, all teachers will integrate technology into their daily work and instruction within the classroom.						
2 SVMS teachers will be identified as PowerUsers to support hardware and software trouble-shooting on-site.	August 2017-June 2018	2 SVMS teachers, Director of Technology.	Funding included in District budget		District Funded	
Provide time to allow teachers to align curriculum.	August 2017-June 2018	SVMS staff	Substitute costs, additional funding included in LCAP goals		LCFF - Supplemental	2,000.00
Provide professional development time which allows teachers to align CCSS with mathematics, including professional development, SVMI support and CPM textbook support. Purchase CPM for all SVMS math classes, including Math I.	August 2017-June 2018	SVMS staff	Funding included in LCAP goals			
Use of appropriate aligned instructional materials to teach Common Core State Standards.	August 2017-June 2018	SVMS staff, Curriculum Council, Principal	Funding in LCAP, goal 1			
Provide regular, daily access to technology (Chromebooks) to all students. Plan for needed maintenance, replacement and repair.	August 2017-2018	Site administrator, credentialed teachers, IT Department			LCFF - Base	1000.00
Provide state-adopted, supplemental consumable workbooks to address spelling, context clues and vocabulary development in the 6th grade .	August 2017-2018	Site administrator, identified credentialed teachers			LCFF - Supplemental	7,500

## Planned Improvements in Student Performance

### School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Pupil Achievement</b>
<b>LEA/LCAP GOAL:</b>
SVUSD will provide comprehensive programs to improve student performance and address the needs of all students.
<b>SCHOOL GOAL #2:</b>
SVMS will provide comprehensive programs to improve student performance and address the needs of all students.
<b>Data Used to Form this Goal:</b>
CAASPP data, local measures , CELDT data, IEP data
<b>Findings from the Analysis of this Data:</b>
In reviewing SVMS's data, it is apparent that grade levels will need to target specific strategies in order to ensure that all students succeed and perform adequately on local and state measures.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students will complete classwork, homework, and common assessments. This data will be evaluated during our common team time to monitor effectiveness of instruction and student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identified English Language learners will receive specialized English Language instruction from a credentialed teacher, 30 minutes daily to support reading within the content area.	August 2017-June 2018	Classroom teacher, ELD teacher, Intervention Specialists, principal	Certificated hourly support		LCFF - Supplemental	22,600.00
Identified students will meet in small groups and/or one on one as needed to target skills, gaps and standards during the Enrichment period.	August 2017-June 2018	Classroom teacher, instructional aides, parent volunteers, Principal	Enrichment teachers		Migrant Ed	28,700.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Via the IEP process, students with disabilities will reach proficiency using strategies, programs and processes outlined within their respective IEPs.	August 2017-June 2018	Classroom teachers, special education teachers, Principal, paraprofessionals	Special Ed IEP No additional cost		District Funded	
Provide after-school homework support and instruction via a credentialed teacher to identified English Language Learners. Snacks and supplies will be provided to students as needed.	August 2017-June 2018	Credentialed SVMS teacher			LCFF - Supplemental	5,100.00
					LCFF - Supplemental	500.00
Provide additional instructional support to identified At-Risk students, during the regular school day, within the Enrichment and Exploratory periods, using research-based strategies for remediation and intervention, via a credentialed teacher.	August 2017-June 2018	Principal, Credentialed Intervention teacher			Title I	36,000.00
Teachers will collaborate with Intervention Staff, paraprofessionals and principal approximately three times per year to ensure that students are grouped appropriately within our Intervention Program to meet standards. The groups are fluid and change intermittently to target skills, gaps and standards.	August 2017-June 2018	Principal, Intervention Teacher, general education teachers, paraprofessionals	No additional cost			
SVMS will provide a "boot camp" type summer school program, targeting first our EL students and second, our At-Risk students. Special attention will be given to those students that did not meet the eligibility requirements for the promotion ceremony.	June 2017-August 2018	Principal, certificated teacher, instructional aide, Director of Curriculum, Instruction and Assessment	certificated hourly support, classified hourly support		Title I	
					None Specified	

## Planned Improvements in Student Performance

### School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Course Access</b>
<b>LEA/LCAP GOAL:</b>
All students will be college and career ready.
<b>SCHOOL GOAL #3:</b>
SVMS will provide activities and instruction that support college and career readiness for all students.
<b>Data Used to Form this Goal:</b>
District Tech Committee reports Teacher input SSC Survey data
<b>Findings from the Analysis of this Data:</b>
SVMS has few activities that directly support College and Career Readiness, most are embedded within the daily instruction. Increase of these types of activities will support student growth in this area.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review of specific college and career readiness activities and review of curricula where these topics are embedded.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide regular, daily access to technology (Chromebooks) to all students within the core classrooms to facilitate college and career readiness/monitor for maintenance.	August 2017-June 2018	Site administrator, identified credentialed teachers, Director of Technology, Director of CIA	Provided within the district budget, LCAP goal		LCFF - Base	
Integrate the use of AR 360 within the core curriculum within emphasis on career-path oriented articles and focus on non-fiction.	August 2017-June 2018	Principal, SVMS teachers, Assistant Principal, Director of CIA	Provided within the district budget, LCAP goal			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All 7th graders will participate in the S4C college visit experience. This experience requires buses for all 7th graders and chaperones.	August 2017-June 2018	7th grade teachers, parent volunteer chaperones, principal	provided within the district budget			7,000.00
Site administrator will participate the S4C Steering Committee.	August 2017-June 2018	Principal	no additional cost			
SVMS teacher will participate in the S4C Advisory committee.	August 2017-June 2018		no additional cost at this time, substitute costs may need to be considered			
18 recommended students will be trained as Office Aides, as their Exploratory Class assignment.	August 2017-June 2018	Assistant Principal, secretary and registrat	no additional cost			
8th grade students may participate in the Yearbook Exploratory class, learning many multi-media skills, including photography and digital arts.	August 2017-June 2018	Yearbook teacher, principal	no additional cost			
Students will complete 15 hours of community service prior to their June promotion, practicing valuable communication and teamwork skills.	August 2017-June 2018	students, Assistant Principal	no additional cost			
Provide after-school homework/tutoring club.	August 2017-June 2018	certificated teacher, site administration	provided by district, LCAP goal		LCFF - Base	15,000.00
All students may participate in our Band and Choir class	August 2017-June 2018	certificated music teacher	provided by district, LCAP goal			

## Planned Improvements in Student Performance

### School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

<b>SUBJECT: Culture and Climate</b>
<b>LEA/LCAP GOAL:</b>
SVUSD will provide a safe and engaging learning environment for all students.
<b>SCHOOL GOAL #4:</b>
SVMS will strengthen school culture by integrating age-appropriate programs to ensure a safe and productive learning environment.
<b>Data Used to Form this Goal:</b>
CAASPP assessment data School Site Council survey data District Tech Committee reports School-wide discipline plan Suspension rate Expulsion rate Chronic absentee data Participation in school programs and activities School Site Council Survey data Healthy Kids Survey data Team Meeting (SST) data IEP/504 data Counseling referrals
<b>Findings from the Analysis of this Data:</b>
SVMS continues to thrive with the support of our staff, parents and students. Our continued interest is to increase positive sentiments about SVMS for all stakeholders. In addition, through the SST/Team Meeting/IEP processes, we have found an increased need for counseling services and the building of pragmatic skills.

**How the School will Evaluate the Progress of this Goal:**

Analysis of the data listed above will be used to evaluate the progress of this goal. For example, the School Site Council survey will have questions specific to student safety, school culture and climate and the overall environment of SVMS for students to provide anonymous feedback about these important aspects of SVMS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for staff to support the social-emotional well-being of students, including PBIS.	September 2017-June 2018	Directors of CIA and Student Services, site administrators and staff	PD collaboration between sped team and general ed teachers.			5,000.00
Investigate alternatives to suspension and other responses to discipline concerns.	August 2017-June 2018	Site administrators, teachers, District Leadership team	no cost to site			
Recognize student academic achievement, good attendance and positive behavior.	August 2017-June 2018	Site administrators, teachers, staff, attendance clerk	materials, PBIS		Donations	500.00
Create opportunities for student leadership and participation in activities that support positive social-emotional climate and culture, ie: Kindness Campaign, Student Council, Interact Club, Student Activities Exploratory class, and other PBIS initiatives.	August 2017-June 2018	Site administrators, teachers, staff, parents	materials		Donations	1,000
Provide continued opportunities for parent participation in the SVMS Learning Community that may include Illuminate training, school website training, Positive Parenting Program, Parent-Teacher Association, etc.	August 2017-June 2018	Site administrators, staff, PTA, SVEF, parents	no cost			
Provide materials and/or strategies that support a safe learning environment to maximize student learning.	August 2017-June 2018	Site administrators, staff, Director of Student Services	Access Foster Youth Toolkit, Counseling Services, Lunch Bunch groups, problem-solving strategies, Kindness Campaign			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide one on one counseling to identified At-Risk students via district-based counseling services, ABRITE and our school psychologist.	August 2017-June 2018	District personnel, ABRITE, site staff, psychologist	counseling services		LCFF - Supplemental	2,000.00
SVMS will train up to 10 teachers via the Capturing Kids' Hearts program	August 2017-June 2018	SVMS teachers	Professional development workshop		LCFF	
Continue focus on communication with our school community, especially focused on our building project, via our Facebook pages, our school website, our e-newsletter, and perhaps other social media venues	August 2017-June 2018	SVMS staff	no cost			



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	12,000.00
Donations	1,500.00
LCFF - Base	16,000.00
LCFF - Supplemental	39,700.00
Migrant Ed	28,700.00
Title I	36,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		12,000.00
	Donations	1,500.00
	LCFF - Base	16,000.00
	LCFF - Supplemental	39,700.00
	Migrant Ed	28,700.00
	Title I	36,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,500.00
Goal 2	92,900.00
Goal 3	22,000.00
Goal 4	8,500.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Lonhart	X				
Liz Pennington		X			
Caroline Bombardieri		X			
Wendy Abel				X	
parent-TBD				X	
Susan Schai				X	
Lark Pifferini		X			
Elizabeth Poser			X		
Karen Beltramo, alternate				X	
parent-TBD				X	
Student Council Member					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>1</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

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 4/11/17.

Attested:

Mary Lonhart

\_\_\_\_\_  
Typed Name of School Principal

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

\_\_\_\_\_  
Date

Lori Gentile

\_\_\_\_\_  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date