

SPSA Year X 2017–18 ☐ 2018–19 ☐ 2019–20

[LCFF Accountability Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

Single Plan for Student Achievement (SPSA) Template

School Name Rancho Milpitas Middle School

Contact Name
and Title Casey McMurray, Principal

Email and
Phone cmcmurra@musd.org 408-635-2656

2017-20 Plan Summary

School's STORY

Briefly describe the students and community and how the school serves them.

Rancho Milpitas Middle School has served the Milpitas community for 50 years. The school currently serves a little over 700 students in the seventh and eighth grades. The students attending Rancho Milpitas Middle School mirror the cultural diversity of the city of Milpitas. Rancho Milpitas Middle School is a California Distinguished School and a National School to Watch. The mission of Rancho Milpitas Middle School is “Fostering a resilient mindset to continually strive for excellence and personal success.”

Rancho Milpitas Middle School is a community that continuously strives to educate and nurture global minded, creative, and resilient thinkers who value multiple perspectives. Our students demonstrate versatility as they develop interpersonal skills, build self-esteem, think critically, and work collaboratively. Rancho partners with families and community members to support our students and to provide a future filled with options and opportunities. This is our shared vision.

Students attending Rancho are all members of one of five teams. There are two teams per grade level and one split grade team. Students who are new to the United States and are in the process of learning English have a two period ELD/ELA Block to support their acquisition of English. Students in ELD and those who are Long-Term English Learners (LTEL) are in an elective class to support their particular language needs. A Chromebook cart is set aside exclusively for our English Language Development classroom.

Students can participate in a variety of extracurricular and intramural activities. Students may create a club or join one, try out for one

of five sports programs, participate in intramural tournaments, attend tutorial classes, and attend academic enrichment classes. Furthermore, Rancho provides students with the opportunity to be in Speech and Debate, Science Olympiad, Spelling Bee, and/or a theatrical production.

Furthermore, Rancho students participate in annual Student Led Conferences (SLC). This is where all students demonstrate their learning through portfolio presentations. The primary audience at SLCs is the students' parents and the SLC attendance rate is near 100%.

Professional Learning Communities (PLCs) have been established at Rancho. Each team works, in part, as a PLC, as well as the Special Education, Physical Education, and ELD departments. Our PLCs engage in cycles of inquiry and are focused on identifying effective instructional practices based on results and outcomes.

Lastly, we have partnered with Project Cornerstone in an effort to increase the level of parent engagement and offer tools to help them support their middle school children while at Rancho.

SPSA HIGHLIGHTS

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

ELD PLC

Full-time ELD teacher

PLCs

Literacy in Science & Social Studies

ELA prioritization of standards

PE-pilot of tech tool for students

The above features have enabled us to strengthen our understanding and implementation of CCSS and Literacy in the Content Areas, and to optimally serve our EL student population.

REVIEW OF PERFORMANCE

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, 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

We have seen our biggest gains in our EL students. They showed very strong gains on their SBAC results in both Math and English. We have worked diligently to provide time, money, and resources to our ELD and SDAIE teachers and they have worked strategically in a concerted effort to help these students move closer to proficiency and to eventual reclassification.

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” 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 has 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?

SWD-ELA (orange), Filipino-Math (orange), SWD-Math (red)

GPA gap for historically underrepresented students (Latino, AA)

GPA data at each Trimester shows a gap for our Latino and African American student population when compared to their Asian counterparts.

iReady data-TBD

GREATEST NEEDS

What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement? We will integrate the RSP Math teacher more fully in the Math department by having her actively participate in the Math Professional Development partnership. We will continue to focus specifically on our Latino and African American students in order to address the inequitable representation of these groups in advanced math. We will also offer the Read 180 elective for our struggling 8th grade readers as identified by 7th grade ELA teachers in collaboration with administration.

Referring to the LCFF Accountability Dashboard, 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

For English/Language Arts, our All Students indicator is in the green (high and increase 7 to 20). Our Latino students are in yellow (low and maintained) and our Students with Disabilities are in orange (very low and increased 7 to 20). Our Math is also green (high and increase 5 to 15). Our Socioeconomically Disadvantaged students and our Latino students are in yellow (low and increase of 5 to 15), our Filipino students are in orange (medium and decline 1 to 10), and our Students with Disabilities are in red (very low and decline 1 to 10).

We will provide a more structured professional development experience with a math expert from the Santa Clara County Office of Education leading this initiative. We will also work with PIQE to provide a series of workshops in Spanish and Vietnamese for these two parent communities. Additionally, we will continue to work with Project Cornerstone at the student and parent levels to provide information and support regarding current issues such as bullying, developing assets, and contributing to a positive school climate. We will identify the Low Income students in order to assist teachers in recognizing patterns of achievement and appropriate, effective strategies and supports. We will strengthen the collaboration between Special Education and General Education teachers, especially for discussing Special Education students who are struggling academically.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2016-17**

\$142,000

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2016-17**

\$59,000

Briefly describe any differences between budgeted and expended resources. .

Several expenditures were not included as part of the SPSA planned actions/services as they were not considered to be directly linked. These included flat screen TVs with Chromeboxes and keyboards to replace Smartboards that were no longer in working condition, some Professional Development conferences that we were not aware of at the time we submitted the SPSA, an electric screen in the gym, replacement computers for Rancho office secretaries and Registrar, Science Olympiad advisers, Audacity Performing Arts Project, Inc., iReady, CASSY counselor, and Enrichment classes.

DESCRIPTION**AMOUNT**

Total Supplemental and Concentration Funds for SPSA year

\$139,830

Percentage of SPSA Budget that is Supplemental or Concentration Funds

22%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

The 2016-17 student data is not yet available. However, in 2015-16 we saw strong academic gains for our EL students who had a 113% growth rate in ELA and 63% in Math. This is our largest identifiable group of disadvantaged students. Our low socioeconomic students are greater in number but due to confidentiality laws this cohort cannot be identified, making it difficult to target them specifically. We feel that our investment of time (ELD PLC coverage during school day), money (covering .6 of ELD teacher to make her 1.0 FTE), and resources (dedicated ELD Chromecart, EL materials, EL Site Support person) have lead to the increased levels of learning for our EL students.

We continued to work with Scholarvision Educational Consultant, Dr. Melina Johnson, to provide professional development focused on Common Core Literacy Standards in Science and Social Studies leading to full implementation. Dr. Johnson also provided professional development for the English Language Arts department as they prioritized the Common Core State Standards and began discussions focused on a developing a common Performance Task.

Budget Summary

DESCRIPTION	Block Grant	Supplemental		TOTAL
Allocation:	50,579	147,179		197,758
Expenses:				
Object 1XXX : Certificated Salary				
Sub-Total	14,500 -	25,560- -		40,060
Object 2XXX: Classified Salary				
Sub-Total	0- -	0- -		0
Object 3XXX: Benefits				
Sub-Total	1,526- -	7,100- -		8,626-
Object 4XXX: Supplies				
Sub-Total	26,100- -	67,100- -		93,200-
Object 5XXX: Operational				
Sub-Total	8,453- -	47,419- -		55,872-
Total Expenses	50,579- -	147,179- -		197,758-
BALANCE	0	0		0

Stakeholder Engagement

SPSA Year ☒ **2017–18** ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

School Site Council; Rancho Leadership Team; Rancho Staff.
Links to School Site Council agendas and Department feedback.

[SSC Agenda May 2017](#)

[SSC Agenda April 2017](#)

[SSC Agenda March 2017](#)

[Leadership Meeting April 2017](#)

[ELA Dept SPSA Input](#)

[Math Dept SPSA Input](#)

[Science Dept SPSA Input](#)

[Social Studies Dept Input](#)

[Special Education Dept Input](#)

[Physical Education Dept Input](#)

[Electives Input](#)

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

SSC identified data showing a need for improvement in the area of Listening and Reading on SBAC.

Leadership consultation: The Leadership team, including administration, is experiencing a learning curve to varying degrees due to the revised SPSA format. We reviewed the goals and several action items as well as a general overview of how input will be sought from staff and the community through department meeting and School Site Council.

Staff consultation (done in dept meetings): Administration developed “Discussion Frames” to support department leads as they led the members of their department in a SPSA based discussion which included SPSA goals, accompanying actions, and input on current and future site-based programs and tech tools.

Goals, Actions, & Services

X New

☐ Modified

☐ Unchanged

Goal 1

All Rancho students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for high school and close the achievement gap.

[State and/or Local Priorities Addressed by this goal:](#)

STATE **1 2 4 5 7 8**

LOCAL _____

[Identified Need](#)

As we look at the disaggregated student data from CAASPP and iReady we see the need to close the academic achievement gap while raising the achievement level for all students. Our Asian students excel on CAASPP while our Hispanic students are far behind. We need to accelerate our Hispanic students' academic progress while maintaining high levels of achievement for all students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
*CAASPP Math	Schoolwide Status: 14.2 points above level 3 (High) Change: 12.8 points (Increased)	Schoolwide Increase 7 points	Schoolwide Increase 7 points	Schoolwide Increase 7 points
	Asian	Asian Increase 5 points	Asian Increase 5 points	Asian Increase 5 points
	White Status: 82.9 points above level 3 (Very High)	White Increase 5 points	White Increase 5 points	White Increase 5 points

	<p>Change: 6.2 points (Increased)</p> <p>White Status: 21.3 points above level 3 (High) Change: 13.4 points (Increased)</p> <p>Filipino Status: 10.3 points below level 3 (Medium) Change: 1.8 points (Declined)</p> <p>Hispanic Status: 73.5 points below level 3 (Low) Change: 12.2 points (Increased)</p>	<p>Filipino Increase 5 points</p> <p>Hispanic Increase 35 points</p>	<p>Filipino Increase 5 points</p> <p>Hispanic Increase 25 points</p>	<p>Filipino Increase 5 points</p> <p>Hispanic Increase 15 points</p>
*CAASPP ELA	<p>Schoolwide Status: 37.8 points above level 3 (High) Change: 12.5 points (Increased)</p> <p>Asian Status: 84.6 points above level 3 (Very High) Change: 11.1 points (Increased)</p>	<p>Schoolwide Increase 5 points</p> <p>Asian Increase 5 points</p> <p>White Increase 5 points</p> <p>Filipino</p>	<p>Schoolwide Increase 5 points</p> <p>Asian Increase 5 points</p> <p>White Increase 5 points</p> <p>Filipino</p>	<p>Schoolwide Increase 5 points</p> <p>Asian Increase 5 points</p> <p>White Increase 5 points</p> <p>Filipino</p>

	<p>White Status: 46.3 points above level 3 (Very High) Change: 21.9 points (Increased Significantly)</p> <p>Filipino Status: 25.3 points above level 3 (High) Change: +6.5 points (Maintained)</p> <p>Hispanic Status: 25 points below level 3 (Low) Change: +2 points (Maintained)</p>	<p>Increase 7 points</p> <p>Hispanic Increase 20 points</p>	<p>Increase 7 points</p> <p>Hispanic Increase 15 points</p>	<p>Increase 7 points</p> <p>Hispanic Increase 10 points</p>
Reclassification	18 students	20 students	22 students	24 students
Interim Benchmarks (iReady)	<p><u>Growth: Diagnostic #1 to Diagnostic #3</u></p> <p>Schoolwide--Math Significant Growth-- Math (28+ points): 12%</p> <p>Modest Growth--Math (5-27 points): 58.8%</p> <p>Schoolwide--Reading</p>	<p>Schoolwide--Math Significant Growth: 15%</p> <p>Modest Growth: 60%</p> <p>Asian--Math Significant Growth: 17%</p> <p>Modest Growth:</p>	<p>Schoolwide--Math Significant Growth: 20%</p> <p>Modest Growth: 65%</p> <p>Asian--Math Significant Growth: 20%</p> <p>Modest Growth:</p>	<p>Schoolwide--Math Significant Growth: 25%</p> <p>Modest Growth: 70%</p> <p>Asian--Math Significant Growth: 25%</p> <p>Modest Growth:</p>

	Significant Growth-- Reading (28+ points): 22.4%	70%	75%	80%
	Modest Growth-- Reading (5-27 points): 40.3%	White--Math Significant Growth: 12%	White--Math Significant Growth: 17%	White--Math Significant Growth: 25%
	Asian--Math Significant Growth-- Math (28+ points): 12%	Modest Growth: 70%	Modest Growth: 75%	Modest Growth: 80%
	Modest Growth--Math (5-27 points): 63%	Filipino--Math Significant Growth: 14%	Filipino--Math Significant Growth: 20%	Filipino--Math Significant Growth: 25%
	Asian--Reading Significant Growth-- Reading (28+ points): 17%	Modest Growth: 57%	Modest Growth: 62%	Modest Growth: 67%
	Modest Growth-- Reading (5-27 points): 43%	Hispanic--Math Significant Growth: 17%	Hispanic--Math Significant Growth: 22%	Hispanic--Math Significant Growth: 17%
	White--Math Significant Growth-- Math (28+ points): 8.2%	Modest Growth: 60%	Modest Growth: 65%	Modest Growth: 70%
	Modest Growth--Math (5-27 points): 67.4%	Schoolwide--Reading Significant Growth: 25%	Schoolwide--Reading Significant Growth: 30%	Schoolwide--Reading Significant Growth: 35%
		Modest Growth: 45%	Modest Growth: 50%	Modest Growth: 55%
		Asian--Reading Significant Growth: 20%	Asian--Reading Significant Growth: 25%	Asian--Reading Significant Growth: 30%

	<p>White--Reading Significant Growth-- Reading (28+ points): 22.5%</p> <p>Modest Growth-- Reading (5-27 points): 26.5%</p> <p>Filipino--Math Significant Growth-- Math (28+ points): 14%</p> <p>Modest Growth--Math (5-27 points): 53.5%</p> <p>Filipino--Reading Significant Growth-- Reading (28+ points): 24.2%</p> <p>Modest Growth-- Reading (5-27 points): 45.3%</p> <p>Hispanic--Math Significant Growth-- Math (28+ points): 12.8%</p> <p>Modest Growth--Math (5-27 points): 54%</p>	<p>Modest Growth: 50%</p> <p>White--Reading Significant Growth: 25%</p> <p>Modest Growth: 35%</p> <p>Filipino--Reading Significant Growth: 29%</p> <p>Modest Growth: 50%</p> <p>Hispanic--Reading Significant Growth: 30%</p> <p>Modest Growth: 40%</p>	<p>Modest Growth: 55%</p> <p>White--Reading Significant Growth: 30%</p> <p>Modest Growth: 40%</p> <p>Filipino--Reading Significant Growth: 33%</p> <p>Modest Growth: 55%</p> <p>Hispanic--Reading Significant Growth: 35%</p> <p>Modest Growth: 45%</p>	<p>Modest Growth: 60%</p> <p>White--Reading Significant Growth: 35%</p> <p>Modest Growth: 45%</p> <p>Filipino--Reading Significant Growth: 37%</p> <p>Modest Growth: 60%</p> <p>Hispanic--Reading Significant Growth: 40%</p> <p>Modest Growth: 50%</p>
--	--	---	---	---

	<p>Hispanic--Reading Significant Growth-- Reading (28+ points): 27.3%</p> <p>Modest Growth-- Reading (5-27 points): 34.8%</p>			
--	---	--	--	--

*Data is from 2014-15 school year and will be updated in fall 2017 when new dashboard data is made available.

Goal **1** Action **1**

We will partner with the Santa Clara County Office of Education to provide Professional Development for our math department, including our RSP Math teacher.

[Students to be Served](#)

☐ All District
 ☒ **All School**
 ☒ **Students with Disabilities**
 ☐ [Specific Student Group(s)] _____
☒ **English Learners**
☐ Foster Youth
☒ **Low Income**
☐ Specific Grade spans: _____

Actions/Services

PLANNED

SCCOE will provide the services of a Mathematics Coordinator to facilitate up to up to three half-day sessions for mathematics teachers in August, November, and January and up to five less- than-half-day sessions throughout the 2017-2018 school year. Through this professional development, teachers will increase their knowledge of the Standards for Mathematical Practice, learn about additional CCSS-M resources, learn strategies to support EL students in the mathematics classroom, and differentiating instruction strategies.

ACTUAL

Narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys).

Expenditures

BUDGETED \$2,000	ESTIMATED ACTUAL \$

ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:**2017-18****2018-19****2019-20**☒ **New** ☐ Modified ☐ Unchanged☐ New ☒ **Modified** ☐ Unchanged☐ New ☒ **Modified** ☐ Unchanged

Math teachers will identify power standards in CCSS and ensure that instruction is aligned accordingly. The Math dept will use student outcomes as indicators of effective instruction and will begin to work as a PLC.

Math dept. will analyze student achievement results (particularly on CAASPP) to determine effectiveness of PD and any changes to be made accordingly.

Math dept. will analyze student achievement results (particularly on CAASPP) to determine effectiveness of PD and any changes to be made accordingly.

BUDGETED EXPENDITURES:**2017-18****2018-19****2019-20**Amount **\$2,000**Amount **\$2,000**Amount **\$2,000**Source **District Block Grant**Source **District Block Grant**Source **District Block Grant**Budget Reference **5000****5000****5000**Goal **1** Action **2**

Literacy PD will be provided by Scholarvision to English Language Arts, Science, and Social Studies teachers, including the RSP ELA and SDC teachers, in order to establish a coherent literacy focus across these departments.

Students to be Served
☐ All District ☒ **All School** ☒ **Students with Disabilities** ☐ [Specific Student Group(s)] _____

☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: _____

Actions/Services	PLANNED Literacy PD will focus on building teacher capacity in terms of incorporating effective strategies to address the expected CCSS Literacy standards in ELA, Social Studies, and Science, including RSP ELA and SDC ELA.	ACTUAL Narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
Expenditures	BUDGETED \$12,000	ESTIMATED ACTUAL \$TBD

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teams and departments will select and implement appropriate student achievement metrics to measure the effectiveness of this PD. These will include benchmark assessments, formative assessments, summative assessments, and CAASPP ELA results.	Analyze student achievement results to determine effectiveness of PD and any changes to be made accordingly.	Analyze student achievement results to determine effectiveness of PD and any changes to be made accordingly.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$12,000	Amount	\$12,000	Amount	\$12,000
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Goal **1** Action **3**

We will work with a professional PLC facilitator to work with each team to build teacher capacity within this structure.

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Each interdisciplinary team and the PE department will work with our PLC facilitator twice a month in working with cycle of inquiry, data gathering and analysis protocols, and strengthening common instructional practices across the teams.	ACTUAL
Expenditures	BUDGETED \$1,500	ESTIMATED ACTUAL \$

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Our PLC facilitator will build teacher capacity by working closely with teams and admin to implement true PLCs across the campus. Walkthroughs will also be conducted by admin and the facilitator to observe classroom instruction and to give feedback. Our PLC facilitator will also work with our ELD PLC as well as providing school wide PD focused on effective LTEL strategies.	We will look at our students' CAASPP results benchmark scores to determine growth in areas focused on in our PD and make needed changes in our focus.	We will look at our students' CAASPP results benchmark scores to determine growth in areas focused on in our PD and make needed changes in our focus.

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount <div>\$33,000</div>	Amount <div>\$30,000</div>	Amount <div>\$30,000</div>

Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Goals, Actions, & Services

☐ New

☐ Modified

☐ Unchanged

Goal 2

All Rancho students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

Rancho staff will work to create a supportive environment for all students by successfully addressing their social emotional needs and by effectively partnering with our parent and community members.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 **(3)** 4 **(5)** **(6)** 7 8

LOCAL _____

Identified Need

In looking at the parent groups who attended our parent group presentations and meetings in 2016-17 (Spanish speaking and Vietnamese speaking), we need to increase opportunities for parent engagement for these two groups in their native language-- Vietnamese and Spanish--while continuing our offerings in English. We will include a focus on the importance of school attendance as well as the disciplinary system works in an educational setting.

2016-17 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

We will see an increase in parent involvement as we partner with PIQE and Project Cornerstone. Research has shown that regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted and pass their classes
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school

A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002)

(Summarize results of State priority metrics, local metrics and any additional site metrics for priority 3 as applicable vs. your Expected Annual Measurable Outcomes)

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	7th grade: 97.86% (2015-16) 97.84% average (2016-17 through April) 8th grade: 97.86% (2015-16) 97.93% average (2016-17 through April)	7th grade: 98% 8th grade: 98%	7th grade: 98.25% 8th grade: 98.25%	7th grade: 98.5% 8th grade: 98.5%
*Suspension Rate	Schoolwide Status: 4.6% (Medium) Change: 3.8% (Declined Significantly) SWD	Schoolwide Decline 3% SWD Decline 3%	Schoolwide Decline 3% SWD Decline 3%	Schoolwide Decline 3% SWD Decline 3%

	<p>Status: 9.9% (High) Change: 3.8% (Declined Significantly)</p> <p>White Status: 8.1% (High) Change: 7.5% (Declined Significantly)</p>	<p>White Decline 3%</p>	<p>White Decline 2%</p>	<p>White Decline 1.5%</p>
School Climate	<p><u>CA Healthy Kids Survey 2014-15 (7th graders)</u> Caring Adults in School: 92% High Expectations: 95% Meaningful Participation with Adults in School: 69% School Connectedness: 94% Academic Motivation: 83%</p> <p><u>2017 Project Cornerstone Survey (7th & 8th graders)</u> Young person is motivated to do well in school 83% Young person cares about his or her school</p>	<p>Caring Adults in School: 93% High Expectations: 95% Meaningful Participation with Adults in School: 75% School Connectedness: 94% Academic Motivation: 87%</p> <p>Project Cornerstone Survey is given once every five years</p>	<p>Caring Adults in School: 94% High Expectations: 95% Meaningful Participation with Adults in School: 78% School Connectedness: 94% Academic Motivation: 90%</p> <p>Project Cornerstone Survey is given once every five years</p>	<p>Caring Adults in School: 95% High Expectations: 95% Meaningful Participation with Adults in School: 82% School Connectedness: 94% Academic Motivation: 92%</p> <p>Project Cornerstone Survey is given once every five years</p>

	<p>76%</p> <p>At school I try as hard as I can to do my best work</p> <p>92% (strongly) agree</p> <p>My teachers really care about me</p> <p>60%</p>			
Parent Engagement	<p>2017 Student Led Conference Attendance:</p> <p>98.5%</p>	98.5%	98.5%	98.5%
Physical Fitness Test Data (schoolwide)	<p>Number of Physical Fitness Areas Met (5 or 6 out of 6 standards)- 7th graders:</p> <p>65.1%</p>	67%	69%	71%

Goal **2** Action **1**

We will partner with PIQE and Project Cornerstone to provide a series of Parent Workshops in English, Spanish, and Vietnamese.		
Students to be Served	<input type="checkbox"/> All District X All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
	X English Learners <input type="checkbox"/> Foster Youth X Low Income <input type="checkbox"/> Specific Grade spans: _____	
Actions/Services	<p>PLANNED</p> <p>PIQE will provide a series of parent workshops that will help our Spanish and Vietnamese speaking parents understand how to effectively support their middle school student academically, socio-emotionally, while emphasizing the importance of regular school attendance and explaining the basics</p>	<p>ACTUAL</p> <p>Narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys</p>

Expenditures

of school discipline. Project Cornerstone will provide workshops in English that will focus on developing assets, cyberbullying and bullying, and “Expect Respect”.	
BUDGETED \$8,250	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**2017-18****2018-19****2019-20**

X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged
We will gauge the level of participation and survey feedback from our different parent groups to determine future partnerships with PIQE and Project Cornerstone. We will analyze our attendance and suspension data (school wide and with the Hispanic & Vietnamese subgroups in particular).	We will look at the results of our partnership with PIQE and Project Cornerstone in terms of participation and impact and determine whether or not to renew our partnership with them in 2018-19.	If we continued in 18-19 with PIQE and Project Cornerstone, we will look at the results of our partnership with them in terms of participation and impact and determine whether or not to renew our partnership with them again in 2019-20.

BUDGETED EXPENDITURES:**2017-18****2018-19****2019-20**

Amount	\$8,250	Amount	\$8,250	Amount	\$8,250
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Goal **2** Action **2**

We will offer a variety of opportunities for parents to be involved at the school site in meaningful ways. These include participating in Career Day, Rancho Parent University, Rancho Parent Math Nights, Team Parent Nights, and Student Led Conferences.

[Students to be Served](#)

☐ All District ☒ **All School** ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
☒ **English Learners** ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: _____

Actions/Services

PLANNED
 We will increase the opportunities for parents to come to Rancho and to interact in positive ways with teachers and other staff.

ACTUAL

Expenditures

BUDGETED
\$1,000

ESTIMATED ACTUAL
\$

[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#)

2017-2018

2018-19

2019-2020

☐ New ☒ **Modified** ☐ Unchanged

Rancho admin and staff will establish on campus offerings for parents such as Math Nights, Parent University, Team Potlucks, and Career Day.

☐ New ☐ Modified ☐ Unchanged

We will look at what the school staff and admin provided and the level of participation and success (based on parent feedback) we had with the varying activities.

☐ New ☐ Modified ☐ Unchanged

We will look at what the school staff and admin provided and the level of participation and success (based on parent feedback) we had with our activities.

[BUDGETED EXPENDITURES:](#)

2017-18

2018-19

2019-20

Amount

\$1,000

Amount

\$1,000

Amount

\$1,000

Source	District Block Grant	Source	District Block Grant	Source	District Block Grant
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Goal **2** Action **3**

Physical Education teachers will have their students use wearable technology devices that will enable both teacher and student to monitor progress (real-time and longitudinal) while engaged in cardiovascular activities.

[Students to be Served](#)

☐ All District **X All School** ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: _____

Actions/Services	PLANNED Students will be more aware and better able to determine appropriate levels of physical exertion needed for them to move closer to being in good physical condition (heart rate, etc.) Teachers will also have access to student data in a more precise and immediately available manner.	ACTUAL
	BUDGETED \$8,000	ESTIMATED ACTUAL \$

[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#) **2018-19**

2019-20

2017-2018

<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Purchase Polar Watches for use in PE classes. PE teachers will receive training from Polar representative in how to use Polar Watch student data. Each PE teacher will have a separate	PE teachers will evaluate the effectiveness of the Polar Watch technology, partly by looking at Physical Fitness Test data and other	PE teachers will continue to evaluate the effectiveness of the Polar Watch technology and make necessary adjustments based on agreed upon and relevant indicators of

account where linked student data will be kept to determine levels of growth and progress and to give targeted and accurate recommendations.

indicators in Physical Education that can be considered linked to using this wearable technology and receiving more precise data regarding their level of fitness and exertion.

progress and growth.

BUDGETED EXPENDITURES:

2017-18

Amount	\$8,000
Source	Supplemental Block Grant
Budget Reference	5000

2018-19

Amount	\$8,000
Source	Supplemental Block Grant
Budget Reference	5000

2019-20

Amount	\$8,000
Source	Supplemental Block Grant
Budget Reference	5000

Goals, Actions, & Services

☐ New

☐ Modified

☐ Unchanged

Goal 3

Rancho students who are Low Income, English Learners, Foster Youth and Special Education will make significant academic growth.

State and/or Local Priorities Addressed by this goal:

STATE **4 5 6 7 8**

LOCAL _____

Identified Need

As seen on the 2014-15 state dashboard and color grid we need to improve the performance on CAASPP by our Students With Disabilities. They are in red for math and orange for ELA. We will continue to strengthen our ELD program in order to increase our reclassification rate and academic progress with these students. We will identify our Low Income students and determine targeted and effective strategies that will lead to higher levels of learning as evidenced on CAASPP.

2016-17 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

(Summarize results of State priority metrics, local metrics and any additional site metrics for priorities 5, 6 as applicable vs your EAMO's)

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification Rate	18 students	20 students	22 students	24 students
*EL Academic Progress (includes RFEP students from 4 years past and future) (CAASPP)	Based on CELDT & Reclassification Rate Status: 78.6% (High) Change: 8% (Declined)	Based on CELDT & Reclassification Rate Increase by 7%	Based on CELDT & Reclassification Rate Increase by 5%	Based on CELDT & Reclassification Rate Increase by 5%

**EL Students (ELA
CAASPP):**

Status: 41.6 points below
level 3 (Low)

Change: 37.4 points
(Increased Significantly)

RFEP Students:

Status: 61.3 points above
level 3 (Very High)

Change: 23.8 points
(Increased Significantly)

**EL Students Math
CAASPP):**

Status: 66.7 points below
level 3 (Low)

Change: 44.2 points
(Increased Significantly)

RFEP Students:

Status: 44.5 points above
level 3 (Very High)

Change: 18.2 points
(Increased Significantly)

*EL CAASPP Progress	<p>ELA: Status: 17 points above level 3 (High) Change: 27 points (Increased Significantly)</p> <p>Math: Status: 2.9 points below level 3 Change: 25.3 points (Increased Significantly)</p>	<p>ELA Increase by 20 points</p> <p>Math Increase by 18 points</p>	<p>ELA Increase by 20 points</p> <p>Math Increase by 15 points</p>	<p>ELA Increase by 10 points</p> <p>Math Increase by 12 points</p>
*SWD Academic Progress (CAASPP)	<p>ELA Status: 78.7 points below level 3 (Very Low) Change: 8 points (Increased)</p> <p>Math: Status: 130 points below level 3 (Very Low) Change: 6.7 points (Declined)</p>	<p>ELA Increase by 25 points</p> <p>Math Increase by 37 points</p>	<p>ELA Increase by 25 points</p> <p>Math Increase by 37 points</p>	<p>ELA Increase by 25 points</p> <p>Math Increase by 37 points</p>
*Low Income Academic Progress (CAASPP)	<p>ELA Status: 1.5 points below level 3 (Medium) Change: 7.6 points (Increased)</p> <p>Math: Status: 34.5 points</p>	<p>ELA Increase by 16 points</p> <p>Math Increase by 16 points</p>	<p>ELA Increase by 16 points</p> <p>Math Increase by 16 points</p>	<p>ELA Increase by 16 points</p> <p>Math Increase by 16 points</p>

	below level 3 (Low) Change: 10.7 points (Increased)			
--	--	--	--	--

Goal **3** Action **1**

Continuation of ELD PLC to ensure sustained academic growth of our English Learner population.

Students to be Served	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	X English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED ELD teachers will continue to work as an ELD SDAIE PLC. Period coverage for 25 hours will be provided throughout the year.	ACTUAL Narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	BUDGETED \$1,000	ESTIMATED ACTUAL

[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#)

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
ELD and SDAIE ELA teachers will collaborate regularly throughout the year to focus on EL student mobility, instruction, strategies, co-teaching, and instructional materials.	ELD and SDAIE ELA teachers will collaborate regularly throughout the year to focus on EL student mobility, instruction, strategies, co-teaching, and instructional materials.	ELD and SDAIE ELA teachers will collaborate regularly throughout the year to focus on EL student mobility, instruction, strategies, co-teaching, and instructional materials.

[BUDGETED EXPENDITURES:](#)

2017-18

2018-19

2019-20

Amount	\$1,000	Amount	\$TBD	Amount	\$TBD
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	1000	Budget Reference	1000	Budget Reference	1000

Goal **3** Action **2**

Introduction of Read 180 Universal as a 6th period elective for segments of our 7th and 8th grade populations. We will purchase a dedicated Chromeart for the Read 180 class.

<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Read 180 will be made up of approximately 20 students who are below the expected grade level in reading. Students will be selected by teacher and administrative recommendation. We will provide daily access to Chromebooks for this elective intervention class.	ACTUAL Narrative of monitoring and actual results of implementing this action as year progresses...include anticipated revisions that may develop as a result of monitoring and stakeholder input. You may include metrics, visuals and links to related documents (agendas, minutes, surveys)
	BUDGETED \$14,000	ESTIMATED ACTUAL \$14,000

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
We will analyze the data in terms of students growth in regarding by looking at benchmark data, classroom performance, and CAASPP results.	We will look at the results of each student who was enrolled in Read 180 and see the growth that is evidenced by data (benchmark results, classroom performance, and CAASPP results.	We will look at the results of each student who was enrolled in Read 180 and see the growth that is evidenced by data (benchmark results, classroom performance, and CAASPP results.

BUDGETED EXPENDITURES:**2017-18**

Amount	\$14,000
Source	Supplemental Block Grant
Budget Reference	4000

2018-19

Amount	\$14,000
Source	Supplemental Block Grant
Budget Reference	4000

2019-20

Amount	\$14,000
Source	Supplemental Block Grant
Budget Reference	4000

Goal **3** Action **3**

Math Support Program.

Students to be Served
 ☐ All District
 ☐ All School
 ☒ **Students with Disabilities**
 ☐ [Specific Student Group(s)] _____
☒ **English Learners**
☐ Foster Youth
☒ **Low Income**
☐ Specific Grade spans: _____

Actions/Services

PLANNED

Math teachers will establish a support program for identified students who are struggling in math and need additional practice and time to strengthen their understanding and skills.

ACTUAL

Expenditures

BUDGETED

\$3,000

ESTIMATED ACTUAL

\$

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**2017-18****2018-19****2019-20**☒ **New** ☐ Modified ☐ Unchanged☐ New ☐ Modified ☒ **Unchanged**☐ New ☐ Modified ☒ **Unchanged**

Math teacher will offer opportunities for help outside the classroom for students who are struggling in

Math teacher will offer opportunities for help outside the classroom for

Math teacher will offer opportunities for help outside the classroom for students who are

math. They will collect and review data that include classroom performance, benchmark performance, and CAASPP results to determine effectiveness.

students who are struggling in math. They will collect and review data that include classroom performance, benchmark performance, and CAASPP results to determine effectiveness.

struggling in math. They will collect and review data that include classroom performance, benchmark performance, and CAASPP results to determine effectiveness.

BUDGETED EXPENDITURES:

2017-18

Amount	\$3,000
Source	Supplemental Block Grant
Budget Reference	1000

2018-19

Amount	\$3,000
Source	Supplemental Block Grant
Budget Reference	1000

2019-20

Amount	\$3,000
Source	Supplemental Block Grant
Budget Reference	1000

Goal **3** Action **4**

We will purchase Standards-Aligned EL materials for EL students in Science, and Social Studies.

Students to be Served ☐ All District ☐ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
☒ English Learners ☐ Foster Youth ☒ Low Income ☐ Specific Grade spans: _____

Actions/Services	PLANNED We will purchase Science and Social Studies materials in other languages spoken by our EL students to support them in these classes.	ACTUAL
	BUDGETED \$1000	ESTIMATED ACTUAL \$
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
ELD PLC will collaborate with Social Studies and Science teachers to determine materials to purchase. Admin will review requested materials prior to purchase and observe how they are incorporated in instruction. Admin will look at the level and method of implementation of the materials to support EL students in other core classes outside ELA and Math.	ELD teacher and PFEL-D will decide if there is a need to purchase additional EL materials based on what was purchased in 2017-18 and the need on campus for any additional materials.	ELD teacher and PFEL-D will decide if there is a need to purchase additional EL materials based on what was purchased in 2017-18 and the need on campus for any additional materials.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$1,000	Amount	\$500	Amount	\$500
Source	Supplemental Block Grant	Source	Supplemental Block Grant	Source	Supplemental Block Grant
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

Goal **3** Action **5**

SDC and RSP teachers will implement effective instructional strategies leading to increased levels of student learning. They will participate with the ELA, Science, and Social Studies departments for PD provided by Scholarvision (Dr. Melina Johnson)

Students to be Served ☐ All District ☐ All School ☒ **Students with Disabilities** ☐ [Specific Student Group(s)] _____

English Learners

☐ Foster Youth

Low Income

☐ Specific Grade spans: _____

Actions/Services

PLANNED

SDC & RSP teachers will benefit by participating in the PD sessions focused on strengthening our focus on reading and writing. Their repertoire of instructional strategies will expand and they will more effectively collaborate with their general education counterparts.

ACTUAL

Expenditures

BUDGETED

\$12,000

ESTIMATED ACTUAL

\$ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES**2017-18****2018-19****2019-20**☒ New ☐ Modified ☐ Unchanged☐ New ☒ Modified ☐ Unchanged☐ New ☒ Modified ☐ Unchanged

SDC & RSP teachers will be a part of the literacy PD provided by Scholarvision with Dr. Johnson. Admin will conduct walkthroughs during the year to observe the effectiveness of the strategies from the PD.

Admin will meet with SDC and RSP teachers to analyze data and determine if this PD offering was effective and should continue or if the focus should shift.

Admin will meet with SDC and RSP teachers to analyze data and determine if this PD offering was effective and should continue or if the focus should shift.

BUDGETED EXPENDITURES:**2017-18****2018-19****2019-20**

Amount

\$12,000

Amount

\$12,000

Amount

\$12,000

Source

Supplemental Block Grant

Source

Supplemental Block Grant

Source

Supplemental Block Grant

Budget
Reference

5000

Budget
Refer
ence

5000

Budget
Reference

5000

Goal **3** Action **6**

RSP teachers will regularly collaborate with their linked team to discuss academic progress of identified RSP students and any related issues.

Students to be Served

☐ All District

☐ All School

☒ **X Students with Disabilities**

☐ [Specific Student Group(s)] _____

English Learners

☐ Foster Youth

Low Income

☐ Specific Grade spans: _____

Actions/Services

PLANNED

RSP teachers and their respective team will identify specific RSP students and look at selected work samples, consider academic performance, challenges, instructional strategies, accommodations and modifications in an effort to reach higher levels of learning.

ACTUAL

Expenditures

BUDGETED

\$0

ESTIMATED ACTUAL

\$

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

☒ **X New** ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☒ **X Unchanged**

☐ New ☐ Modified ☒ **X Unchanged**

RSP teachers will meet with their teams regularly to more effectively support their RSP students in the general education classroom.

RSP teachers will meet with their teams regularly to more effectively support their RSP students in the general education classroom.

RSP teachers will meet with their teams regularly to more effectively support their RSP students in the general education classroom.

BUDGETED EXPENDITURES:

	2017-18		2018-19		2019-20
Amount	\$0	Amount	\$0	Amount	\$0
Source	n/a	Source	n/a	Source	n/a
Budget Reference	n/a	Budget Reference	n/a	Budget Reference	n/a

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. Manoj Patra	Parent (SSC Chair)	1-650-772-1733	May 1, 2017
2. Pankaj Gupta	Parent		May 1, 2017
3. Isabel Rodriguez	Parent		May 1, 2017
4. Alicia Blanco	Parent		May 1, 2017
5. Maria Vazquez	Parent		May 1, 2017
6. Betty Bilgrami	Community Member		May 1, 2017
7. Lladro Valle	Rancho ASB President		May 1, 2017
8. Katelyn Le	Rancho ASB student		May 1, 2017

9. Alison Davila	Rancho student	May 1, 2017
10. Shagufta Akhtar	Rancho teacher	May 1, 2017
11. Karen Hengst	Rancho teacher	May 1, 2017
12. Vincent Tran	Rancho teacher	May 1, 2017
13. Virginia Mendoza	Rancho Staff	May 1, 2017
14. Sean Anglon	Rancho Assistant Principal	May 1, 2017
15. Casey McMurray	Rancho Principal	May 1, 2017

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	2	3	1	6	3

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Parent Stakeholder Groups (Adjust list to reflect any site specific groups)

Home and School Club
Special Education
Gifted and Talented
Foster, homeless, disadvantaged
English Language Advisory Committee

Student Stakeholder Groups

Student representatives
ASB

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

<u>Casey McMurray</u>	_____	<u>May 1, 2017</u>
Typed name of School Principal	Signature of School Principal	Date

<u>Manoj Patra</u>	_____	<u>May 1, 2017</u>
Typed name of SSC Official	Signature of SSC Official	Date

