

SPSA Year ☒ 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	Milpitas High School		
Contact Name and Title	Phil Morales /Principal	Email and Phone	pmorales@musd.org / (408) 635-2800 x4120

2017-20 Plan Summary

School's STORY

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

Milpitas High School, built in 1969, rests on 45 acres in Milpitas, California, a working class community of approximately 68,800 residents which is located adjacent to the northern edge of the city of San Jose. It is the only comprehensive high school in Milpitas and serves the educational needs of a growing and highly diverse student population of approximately 3,200 students. Milpitas High School currently consists of 136 instructional classrooms, a library, a large and a small gymnasium, a student cafeteria with two satellite kitchens, weight room, cardio room, and 2 unassigned computer labs.

Milpitas High School students are provided diverse opportunities to individualize their education through participation in Visual and Performing Arts, Athletics, Leadership and Associated Student Body (ASB), Digital Business Academy (DBA), Academy of Travel and Tourism, Engineering Technology (ETECH) Academy, Project Based Learning (PBL), Program for English Learners (PFEL), Specially Designed Academic Instruction in English (SDAIE), Advancement Via Individual Determination (AVID), Resource Specialist Program (RSP), Special Day Class (SDC), Community Based Instruction (CBI), Silicone Valley Career Technical Education (SVCTE, formerly known as CCOC), an increasing variety of Advanced Placement and Honors Courses with specialized support for previously underrepresented students, College Partnership with Evergreen Community College, Read 180, a well articulated Music program, and Technology Education And Literacy in Schools (TEALS).

Milpitas High School students are involved in a wide range of co-curricular activities including athletics and 59 chartered clubs and organizations. MHS parent organizations include: School Site Council (SSC), Parent, Teacher, Student Association (PTSA), Athletic Boosters, and Music Boosters.

Site based professional development has been largely centered on preparing for the implementation of Common Core State Standards and the Smarter Balanced next generation standardized assessments. Literacy continues to be a main focus because it applies to each curricular area on campus. Additionally, each department continues to work collaboratively in an effort to engage students in critical thinking, reading, and writing activities aligned with the College and Career Readiness Anchor Standards. Aligned instructional activities include close reading, summary and argumentative writing, constructed response, and performance tasks.

Professional development endeavors also concentrate on 21st Century Teaching and Learning. The current technology infrastructure at Milpitas High provides for wireless internet access across campus for both staff and students. All teachers receive a laptop computer and the number of Chromebooks available to all teachers continues to increase. There are currently over 800 Chromebooks available at MHS and Chromebook carts holding 36 devices are assigned to various departments. Three EdTech Mentors, centrally located in the District Office, have been assigned to strategically (by department) cover MHS. They also work collaboratively with the MHS administration to provide technology professional development opportunities for all staff in varied settings including one-on-one, PLCs, departments, and all staff. Some of the technology offerings have been Illuminate, Blendspace, Google Apps, and e-portfolios.

SPSA HIGHLIGHTS

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

- Foster effective teacher and staff collaboration and deliver on-going, consistent professional development as a way to continuously improve curriculum, instruction, and assessment
 - Increase opportunities for teacher-driven collaboration across departments
 - Maintain PLC model
 - Teachers continue to build effective instructional strategies specific to their subject areas (Common Core and NGSS focus)
 - Increase professional development opportunities for all staff. Focus on the development of a cohesive and coherent professional learning plan that provides teachers with the tools to engage students from diverse backgrounds.
- All students will make significant growth toward mastery of CCSS in ELA and Math and NGSS
 - Disaggregate and analyze SBAC data
 - Continue to utilize CCSS Constructed-Response questions and argumentative performance tasks
 - Develop CCSS close reading and listening activities
 - Continue to provide language support for English Learners and below proficient readers
 - Provide acceleration of language acquisition and/or opportunities for enrichment
 - Provide additional math support
 - Continue restructuring of math curriculum
 - Continue revamping science curriculum to support implementation of Next Generation Science Standards (NGSS) for California Public Schools
- Expand student and staff access to technology; improve the use of technology as an instructional tool; and increase digital literacy
 - Provide equitable access to technology for teachers, students, and staff
 - Improve the use of technology as an instructional tool
 - Improve communication with parents (copying staff) about campus events and activities
 - Increase parent, student, and teacher participation in school activities, programs, and organizations
 - Improve communication with limited and non-English speaking parents in our community
- Expand community outreach and increase communication with all stakeholders to encourage and facilitate involvement in the school
 - Provide a variety of supports and resources to students and parents to ensure the social and emotional health of all students on campus
 - Survey parents and students on ways to improve the physical safety of students, staff, and property
 - Provide additional counseling and career and college readiness services to all students in order to better prepare them for high school and postsecondary success
 - Systemically address the appropriate scheduling and support of students from all backgrounds to increase equity in educational opportunities and access to core UC a-g approved academic curriculum

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

SBAC Gains: The school has focused on CCSS shared practices for several years. The data seems to show that these efforts have been beneficial, though the SBAC is still new enough that a long term baseline comparison is not yet possible. The high ELA baseline score, which is well above state averages, and the sizeable ELA gain from 2015 to 2016 are quite possibly the result of a strong school-wide focus on literacy. The school would like to maintain shared agreements that support CCSS literacy and place an increased focus on shared numeracy in the future.

ELA	+6% gain	Met or Exceeded Standard	Math	+3% gain
2016	81%		2016	55%
2015	75%		2015	52%

College/Career Preparedness Report	Points above level 3	Change
ELA	79.4	+14.7
Math	12.4	+7.7

MHS is also very proud of its green English Learner progress rating on the CA School Dashboard (High: 75.9%/ Maintained: +1.2%) and its significant English Learner gains on the SBAC (+8% in ELA and +7% in math from 2015 to 2016). We feel that this is a result of a concentrated articulation among the ELD/SDAIE teachers, which has resulted in clear placement and exit criteria, uniform instructional practices, and the use of appropriate materials at each ELD level. In addition, SDAIE transition classes offering long-term learner support have been added to the master schedule to ensure a smooth transition into mainstream courses. We would like to continue this focus.

EOS Data:

School Year	Students Enrolled in EOS
2016-2017	226
2015-2016	179
2014-2015	70

MHS implemented the EOS program in the 2014-2015 school year in an attempt to increase access to Advanced Placement courses for students from underrepresented student groups. Enrollment data from the past three years shows that this program is succeeding. MHS would like to continue to focus on providing increased access to AP and honors courses.

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?

Math Intervention:

SBAC data indicates a need to focus on math intervention. Overall proficiency rates are lower than we would like, and there is a large disparity between our highest achieving groups and our lowest.

GREATEST NEEDS

SBAC Math: Met or Exceeded Standard									
	All 11th Graders	Black or AA	Asian	Filipino	Hispanic or Latino	White	Two or More Races	Economically Disadvantaged	English Learner

2016	55%	10%	75%	46%	20%	47%	55%	40%	25%
2015	52%	6%	75%	46%	23%	43%	40%	36%	18%

Additionally, in the areas of Math Concepts and Procedures and Math Problems and Data Analysis, the high percentage of students receiving a Below Standard rating also supports the need for focused intervention.

Math Concepts and Procedures	Above Standard	Near Standard	Below Standard
2016	42%	33%	25%
2015	37%	36%	27%
Math Problem and Data Analysis	Above Standard	Near Standard	Below Standard
2016	33%	47%	20%
2015	29%	49%	21%

MHS is adding 1 FTE to math next year with the focus on intervention. Part of this FTE will include the addition of two periods of Math Connections, which will allow the most at-risk students to take a double period of math: one period of Math I and one Connections period.

The CA School Dashboard indicates an orange rating on the Suspension Rate Report (Medium: 4.6%/ Increased: +.8%). This could indicate a need for a focus on restorative discipline.

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

SBAC data over the past two years indicates disparities in both ELA and math among various student groups. This provides additional reasons to continue focusing on CCSS shared practices; math intervention; ELD support; AVID; student support programs including Horizontes, Pagassa, and Dreamkeepers; and our EOS program (which helps to identify students from underrepresented groups who might benefit from being placed in AP classes with support).

SBAC Math: Met or Exceeded Standard					
	All 11th Graders	Black or African American	Hispanic or Latino	Economically Disadvantaged	English Learner
2016	55%	10%	20%	40%	25%
2015	52%	6%	23%	36%	18%
SBAC ELA: Met or Exceeded Standard					
	All 11th Graders	Black or African American	Hispanic or Latino	Economically Disadvantaged	English Learner
2016	81%	59%	20%	70%	26%
2015	75%	59%	23%	59%	18%

Referring to the LCFF Accountability Dashboard, the only area in which any particular student group is two or more performance levels below the “all student” performance level is for students with disabilities in the area of Graduation rates.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

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

\$709,910

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

\$709,910

Briefly describe any differences between budgeted and expended resources. .

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$310,840

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.

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?

With Whom?	How?
<ul style="list-style-type: none">• School Site Council Meeting• PTSA• School Leadership Team Meeting• Administration	<ul style="list-style-type: none">SSC MeetingPTSA MeetingSLTAdministration Meetings

IMPACT ON SPSA AND ANNUAL UPDATE

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

Staff and parents evaluated the resources currently used to support SPSA goals. Priorities were made and new resources were identified. Goals were refined to monitor the plan with greater accuracy using more clearly defined measures in alignment with MHS programs.

Goals, Actions, & Services

	X New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	<p>MUSD: All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.</p> <p>Milpitas: Foster effective teacher and staff collaboration and deliver on-going, consistent professional development as a way to continuously improve curriculum, instruction, and assessment. Staff-wide Professional Development opportunities will focus on Common Core/Literacy Strategies, PLCs, and Technology.</p>		

State and/or Local Priorities Addressed by this goal:

STATE	1	2	4	5	7	8
LOCAL						
Both MHS's Self Study and feedback from the 2015 WASC visiting team indicate the need for school-wide professional development.						

Identified Need

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom observations				
Focus on MHS SLOs				

Goal 1 Action 1

Multi-Tiered System of Supports Description: Increase professional development opportunities for all staff. Focus on the development of a cohesive and coherent professional learning plan that provides teachers with the tools to engage students from diverse backgrounds.

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

- Clarify and create for professional development outcomes and design opportunities to meet those outcomes; More *targeted* PD on cultural awareness and student engagement
- Continue to investigate bell schedule options; provide time for whole staff to evaluate specific and appropriate schedules.
- Create opportunities for teachers to observe other teachers.
- Implement a master schedule and meeting calendar that will allow for increased time for PD and collaboration.

ACTUAL

Expenditures

BUDGETED

\$2100 8-10 teachers

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Teachers will participate in professional development that may need to occur during the school day, in which case money for substitute costs is needed.

Implement a master schedule and SY PD schedule that allows additional time for teacher collaboration.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$2100 8-10 teachers	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

Multi-Tiered System of Supports Description: Increase opportunities for teacher-driven collaboration across 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

- Create a collaboration schedule for all PLCs. Teachers will be held accountable to attend the sessions.
- Provide training and professional development opportunities focused on PLC practices.
- Allow the PLC group to determine goals within the school focus areas for the year (teacher-driven PLCs).
- Gather data to drive discussion
- Identify gaps within departments that we can measure and thus address.
- Allow for staff meeting time where teachers teach peer to peer lesson strategies which might include technology, best practices, socratic seminars, AVID strategies

ACTUAL

Expenditures

BUDGETED

None

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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Follow a collaboration schedule for all PLCs.</p> <p>Sign-in sheets, minutes and/or completed task submitted via Google Forms for each meeting.</p> <p>After first PLC day, come up with the goals of 2017</p> <p>District Staff development days</p> <p>Allow the PLC group to determine goals for the year</p> <p>Gather data to drive discussion</p> <p>Identify gaps within departments that we can measure and address</p> <p>Allow for staff meeting time where teachers teach peer to peer lesson strategies which might include technology, best practices, socratic seminars, AVID strategies</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal 1 Action 3

Multi-Tiered System of Supports Description: Teachers continue to build effective instructional strategies specific to their subject areas (Common Core and NGSS focus).

<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 Provide training and professional development opportunities for teacher enrichment to foster best instructional practices. <ul style="list-style-type: none"> • Time set aside for PD, activities • Workshops during In-service days aligned by interests and subject matter • Needs to continue to be PLC centered • In some cases, department-centered might also be useful for training/projects • Student involvement and feedback in departmental training topics and for solving specific issues as they come up 	ACTUAL
	BUDGETED \$34,000 for Teacher Professional Development	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide training and professional development opportunities for teacher enrichment to foster best instructional practices. <ul style="list-style-type: none"> • Fall In-service 2017 as a target • NGSS & other standards-driven training • Send designated department teacher(s) to appropriate Common Core workshops. Share knowledge gained in department PLC meetings. 		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$34,000 for Teacher Professional Development	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **4**

Multi-Tiered System of Supports Description: Increase the quality and frequency of instructional supervision and teacher-teacher observation to increase feedback/communication between administration and teachers, identify patterns in student achievement/instruction, and inform site leadership of professional learning needs.

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 <ul style="list-style-type: none"> Create a timeline and clear protocol for both administration and teacher colleagues to observe classrooms and provide feedback. This will also include revamping the current walk-through observation tools used by administration. Provide opportunities for teachers to discuss and address professional learning needs. 	ACTUAL
	BUDGETED No Cost	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>A draft timeline, classroom observation protocol, and admin walkthrough tool will be created and approved by SLT</p> <ul style="list-style-type: none">- Provide more specific details on the changes. We need to know exactly what we are changing and why.- Provide feedback in a timely manner.- Informal conversation feedback- If teachers want to informally observe other teachers they should notify teacher beforehand.- Create a Google Doc. or Calendar to facilitate the process. <p>SY 2017-18 This will take place predominantly during department and PLC meetings</p> <ul style="list-style-type: none">- Provide teachers with a template of questions for discussion after observation- Create a Google Doc for teachers to input highlights of discussions for all teachers to read.		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	No Cost	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 2

X New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<p>District Goal: MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs</p> <p>MHS:</p> <p>SBAC:</p> <p>MHS will maintain or improve its Above Standard score in ELA Research and Writing and focus on improving in the areas of Reading and Listening.</p> <p>MHS will focus on decreasing the percentage of students scoring Below Standard in math Concepts and Procedures, Problem and Data Analysis, and Communicating Reasoning.</p> <p>ELA and math benchmarks:</p> <p>By June 2018, 75% of students, grades 9-11, will demonstrate a proficient response on final exam constructed-response questions in all subject areas. Responses will be scored using teacher-developed, subject-specific rubrics.</p> <p>By June 2018, 75% of students, grades 9-11, will demonstrate a proficient response (a score of 3) on the CCSS 4-point Argumentative Performance Task Writing Rubric in the core subjects of English, social studies, and science.</p> <p>By June 2018, 70% of students in Math I and II will demonstrate a proficient response on the department-developed spring performance task.</p>		

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

STATE 1 2 4 5 7 8

LOCAL _____

[Identified Need](#)

.....

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	2015: 75% proficient or above			
SBAC math	2015: 52% proficient or above			
Constructed Response data from Illuminate	will enter at the end of the 2017 school year			

Performance Task data from Illuminate	will enter at the end of the 2017 school year			

PLANNED ACTIONS / SERVICES

Goal 2 Action 1

Multi-Tiered System of Supports Description: Preparing for CCSS Close Readings and Constructed-Response Questions

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

- Teachers from all disciplines will require students to write constructed-response paragraphs incorporating the close reading and annotation of subject-specific informational texts. Constructed responses may include, but are not limited to summaries, justifications, literary terms/connotative meanings/rhetorical devices analyses, and data analysis charts.

ACTUAL

Expenditures

<ul style="list-style-type: none"> Teachers from the English/ELD department will require students to complete one listening activity modeled after SBAC listening questions per semester. 	
BUDGETED \$1000 for teacher lead PD	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Constructed-response performance data will be collected by each department for school-wide analysis and shared with Site Council in the Spring.		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$1000 for teacher leader PD	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Actions/Services

PLANNED <ul style="list-style-type: none"> Core subject area departments (English, social studies, science, and math) will continue to develop, give, and score subject-specific argumentative performance tasks. Tasks will include the evaluation of internet sources, the close reading of informational texts on both sides of an issue, and the writing of an argumentative essay, which includes providing textual evidence to support a stance and an overview of alternate 	ACTUAL
--	---------------

Expenditures

<p>viewpoints.</p> <ul style="list-style-type: none">• All other departments will develop and give subject-specific informational writing tasks/projects involving research.	
BUDGETED \$2,000 PD \$8,000 Turnitin.com Subscription	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Throughout school year 2017-18, PLC members will evaluate the effectiveness of the informational writing tasks. PLC members will offer suggestions for modifications and/or improvements of various aspects of the tasks.</p> <p>Argumentative Performance Task data will be collected by core departments for school-wide analysis. All departments will collect performance tasks and research assignments in a shared online folder to be accessed by all department members and shared with Site Council in the Spring.</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$2,000 PD \$8,000 Turnitin.com Subscription	Amount	Amount
Source Supp., Block, ROP	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal 2 Action 3

Multi-Tiered System of Supports Description: Language Support for English Learners and Below Proficient Students

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

- Continue to run sections of mainstream and sections of SDAIE English I with READ 180 connection sections; continue to incorporate the System 44 phonics program as part of beginning ELD instruction

ACTUAL

Expenditures

BUDGETED

\$5,000 for READ 180 (Materials and lab hardware)
 \$10,000 for grammar/language tutoring software

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Build English I SDAIE and Read 180 into the master schedule

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$5,000 for READ 180 (Materials and lab hardware)
 \$10,000 for grammar/language tutoring software

Amount

Amount

Source

Supp., Block, ROP

Source

Source

Budget Reference

Budget Reference

Budget Reference

Goal 2 Action 4

Multi-Tiered System of Supports Description: Supporting Common Core Standards in Informational and Narrative Reading

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

- Subscriptions to Student Resources in Context, Global Issues in Context, Opposing Viewpoints and Diseases & Disorders databases renewed for 2017-18
- EBooks license renewed and review availability of additional titles for collection.
- Continue Junior Library Guild and Atlantis Subscription Services.
- Update nonfiction print collection1.

ACTUAL

Expenditures

BUDGETED

\$17,300 for Library E-Book subscriptions, technology, materials
 \$17,600 for CCSS English, Social Science, World Language literature, technology and materials

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Renew subscriptions and licenses
 School year 2017-18:
 Teacher Librarian will continue to support teacher sand encourage more students to utilize the resources

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$17,300 for Library E-Book subscriptions, technology, materials
\$17,600 for CCSS English, Social Science, World Language literature, technology and materials

Amount

Amount

Source

Supp., Block, ROP

Source

Source

Budget
ReferenceBudget
ReferenceBudget
ReferenceGoal **2** Action **5**

Multi-Tiered System of Supports Description: acceleration of Language Acquisition and/or Opportunities for Enrichment

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

- Identify and develop remedial/supplemental/support and summer school classes targeting the needs of EL students services

ACTUAL

Expenditures

BUDGETED

\$125,000 for PFEL Coordinator (40%), ELD Aides (Salary and Benefits), ELD/SDAIE Support and Materials

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TOACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged☐ New ☐ Modified ☐ Unchanged☐ New ☐ Modified ☐ Unchanged

Identify gaps in student learning and language acquisition; Develop remedial/supplemental/support and summer school classes targeting the needs of EL students

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$125,000 for PFEL Coordinator (40%), ELD Aides (Salary and Benefits), ELD/SDAIE Support and Materials	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **2** Action **6**

Multi-Tiered System of Supports Description: Additional Math Support

<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 <ul style="list-style-type: none"> • Provide math support to improve conceptual understanding of students who are below basic in math. • Provide support for students utilizing interactive software and other targeted teaching strategies such as one-on-one support and differentiated instruction. • Hire Math Intervention Teacher to teach two sections of Math intervention connections 	ACTUAL
Expenditures	BUDGETED \$100,000 for Math Intervention teacher (1.0 FTE) \$2,000 for after school tutoring, Saturday School Tutoring \$2,000 ALEKS Program	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Within their PLCs, math teachers will put a plan in place to address the learning needs of students who need more time to understand certain topics</p> <p>Hire Math Intervention Teacher to teach two sections of Math intervention connections</p> <p>Utilize SSR time, after school, and Saturday School to assist students who need extra support.</p>		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$100,000 for Math Intervention teacher (1.0 FTE) \$2,000 for after school tutoring, Saturday School Tutoring \$2,000 ALEKS Program	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **2** Action **7**

Multi-Tiered System of Supports Description: Continue Restructuring of Math Curriculum

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 <ul style="list-style-type: none"> • Within PLCs, create course curriculum for • Math 3 Advanced. Math 1, Math 2, and Math 3 PLCs will work to revise scope and sequence to align with newly adopted textbooks to support student needs and learning. • Continue training for implementation of Common Core and best practices. 	ACTUAL
Expenditures	BUDGETED \$9,000 teacher stipends for curriculum development. \$8,000 for teachers to attend SVMl training and materials	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PLC teams will meet to design unit plans, lessons, and assessments.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$9,000 teacher stipends for curriculum development. \$8,000 for teachers to attend SVMl training and materials	Amount 	Amount
Source Supp., Block, ROP	Source 	Source
Budget Reference 	Budget Reference 	Budget Reference

Goal 2 Action 8

Multi-Tiered System of Supports Description: Continue revamping of Science Curriculum to support implementation of Next Generation Science Standards (NGSS) for California Public Schools..

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

- Within PLCs, restructure course curriculum for Biology, Chemistry, and Physics to include the Earth and Space Science and Engineering Design Disciplinary Core Ideas.
- Within the department, collaborate in order to implement, in all science courses, instruction on Science and Engineering Practices. All courses will also incorporate Cross Cutting Concepts.
- Continue training for implementation of NGSS for California Public Schools and best practices.

ACTUAL

Expenditures

BUDGETED

\$9,000 teacher stipends and/or subs for NGSS curriculum development.

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

PLC teams will meet to design unit plans, lessons, and assessments.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$9,000 teacher stipends and/or subs for NGSS curriculum development.	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

	X New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 3</u>	<p>MUSD: All MUSD students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.</p> <p>Milpitas: Provide additional counseling and career/college readiness services to all students in order to better prepare them for high school and postsecondary success. At-risk students will increase their daily attendance by 25%. The percent of underrepresented students availing themselves to college, career, and scholarship resources will increase by 25%. UC/CSU eligibility for graduating seniors will increase by 5%.</p>		

State and/or Local Priorities Addressed by this goal:

STATE 2 4 5 8

LOCAL _____

Data collected during self study indicated that underrepresented students were not performing as well academically as their counterparts, were not enrolling in rigorous courses at the same rates, and were not accessing college/career support services.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At-risk daily attendance				
A-G Eligibility				
College/Career Access				

Goal 3 Action 1

Multi-Tiered System of Supports Description: Ensure the social and emotional health of all students on campus through a variety of supports as well as for parents to get resources; ensure the physical safety of students, staff and property.

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

- Students will have access to both the academic counselors and CASSY counselors as is warranted.
- Take measures to ensure physical safety of students, staff, and facilities

ACTUAL

Expenditures

BUDGETED

\$15,000 for 1 additional CASSY day per week
 \$14,000 for annual monitoring/maintenance of security cameras

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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Students will have access to both the academic counselors and mental health counselors as is warranted Take measures to ensure physical safety of students, staff, and facilities.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<div>Amount</div> <div>Source</div> <div>Budget Reference</div>	<div>Amount</div> <div>Source</div> <div>Budget Reference</div>	<div>Amount</div> <div>Source</div> <div>Budget Reference</div>
<div>\$15,000 for 1 additional CASSY day per week. \$14,000 for annual monitoring/maintenance of security cameras.</div> <div>Supp., Block, ROP</div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>

Goal 3 Action 2

Multi-Tiered System of Supports Description: Provide additional counseling and career and college readiness services to all students in order to better prepare them for high school and postsecondary success

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

- Improve communication/ awareness about college deadlines, scholarship programs, college visits, etc.
- Expand career technical education (CTE) training experiences available to all students; Incorporate CTE-focused subject matter in a variety of academic and elective courses

ACTUAL

Expenditures

BUDGETED

\$1000 Career Center materials
 \$40,000 lab replacement for Academy
 \$12,000 for icouldbementor.org online mentoring program for all Academy students
 \$95,750 for CTE supplies, materials, curriculum, advisor stipends
 ROP(\$37,850):
 - Home Ec
 - Forensics
 - Bio/Chem
 - AP Science
 - Integrated Science
 - Ceramics
 - Photography
 - Video Production
 - NJROTC
 Block(\$57,900)
 - Art
 - Music

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

The Career/College Technician will:

- Create and maintain a website/ newsletter/blog with up-to-date information for students, parents and staff.
- Communicate/market information to staff and students.
- Outreach by counselors, Career/College Technician and Workability Teachers to increase awareness of and enrollment in SVCTE courses.
- Incorporate CTE-focused subject matter in a variety of academic, elective, and extra-curricular courses.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$1000 Career Center materials
\$40,000 lab replacement for Academy
\$12,000 for icouldbementor.org online mentoring program for all Academy students
\$95,750 for CTE supplies, materials, curriculum, advisor stipends
ROP(\$37,850):

- Home Ec
- Forensics
- Bio/Chem
- AP Science
- Integrated Science
- Ceramics
- Photography
- Video Production
- NJROTC

Block(\$57,900)

Amount

Amount

Source	- Art - Music	Source		Source	
	Supp., Block, ROP				
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Goal 3 Action 3

Multi-Tiered System of Supports Description: Systemically address the appropriate scheduling and support of students from all backgrounds to increase equity in educational opportunities and access to core UC a-g approved academic curriculum

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

- Use Equal Opportunity School (EOS) data to monitor placement of students and diversify enrollment in Honors/AP courses. July 2017 - June 2018
- Provide structured support programs/tutoring to build and reinforce student skills, confidence, and engagement at all levels (struggling students as well as AP)
- Collect specific data on typically underrepresented students.

ACTUAL

Expenditures

<ul style="list-style-type: none"> • Offer the PSAT to every 10th grader (during the school day) so that we can use the data to identify potential EOS students • Offer the PLAN test (ACT prep) due to increased popularity of this test in college admissions. Do this in addition to the PSAT that is being offered. (To the extent possible) • Chromebook carts available for SPED classrooms (1 cart of 36 per 2-3 classrooms). • Text to speech and speech to text Software for Sped students. And working computers in the classroom the software. • Offer SAT/ACT Test Prep for underrepresented and low income students • Continue to ensure that courses offered are UC a-g approved. 	
<p>BUDGETED</p> <p>\$28,000 to pay teachers, tutors, and other support staff for at-risk student support, EOS summer prep, EOS and Horizontes tutoring.</p> <p>\$10,000 for AP scholarships, materials, teacher PD</p> <p>\$5000 for Camp Everytown participation</p> <p>\$20,000 for AVID expenses</p> <p>\$8000 for PSAT Costs for all 10th</p>	<p>ESTIMATED ACTUAL</p>

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 <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Pay teachers, tutors, and other support staff for at-risk student support, EOS summer prep, EOS and Horizontes tutoring		

AP scholarships,materials, teacher PD, etc		
Camp Everytown participation		
AVID expenses		
PSAT Costs for all 10th		
Chrome Cart and Software		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<div> <div>Amount</div> <div> <div>\$28,000 to pay teachers, tutors, and other support staff for at-risk student support, EOS summer prep, EOS and Horizontes tutoring.</div> <div>\$10,000 for AP scholarships,materials, teacher PD</div> <div>\$5000 for Camp Everytown participation</div> <div>\$20,000 for AVID expenses</div> <div>\$8000 for PSAT Costs for all 10th</div> </div> <div> <div>Source</div> <div>Supp., Block, ROP</div> </div> <div> <div>Budget Reference</div> <div></div> </div> </div>	<div> <div>Amount</div> <div></div> <div> <div>Source</div> <div></div> </div> <div> <div>Budget Reference</div> <div></div> </div> </div>	<div> <div>Amount</div> <div></div> <div> <div>Source</div> <div></div> </div> <div> <div>Budget Reference</div> <div></div> </div> </div>

Goals, Actions, & Services

	X New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 4	<p>MUSD supplemental students: All MUSD students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.</p> <p>Milpitas: Expand community outreach and increase communication with all stakeholders to encourage and facilitate involvement in the school. By June 2018, at least 95% of stakeholders will deem communication satisfactory or better, and overall parent/family participation will increase by 25%</p>		

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

STATE 5 6 7 8

LOCAL _____

[Identified Need](#)

Surveys of parents convey a desire for increased communication from the school and teachers; Feedback from teachers and staff indicates a desire for increased parents, family, and community participation in school.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20s
staff survey				
parent survey				

Goal 4 Action 1

Multi-Tiered System of Supports Description: Provide parents with timely, accurate information about student progress/grades. Increase parent/teacher interactions

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

- Encourage teachers to keep and update grades online for ease of access by parents/students and remind teachers about the need to respond to calls/emails within 2 school days of receipt.
- Encourage parents to contact teachers with their concerns and encourage conferences as needed.
- Saturday parent workshops (Spanish/Bilingual) to update contact information in Aeries/Parent Link/School Loop - parent access

ACTUAL

Expenditures

BUDGETED

\$1,000 Compensation for (Latino Liaison, PFEL Coordinator, other) to lead Saturday workshop(s) 2-4 hours; additional outreach.

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Acknowledge teachers who are maintaining strong communication with parents; provide training/assistance to teachers who need support.

Remind parents to start with teachers when they have concerns rather than going straight to administration

BUDGETED EXPENDITURES:

2017-18

Amount

Source

Budget
Reference

\$1,000 Compensation for (Latino Liaison, PFEL Coordinator,other) to lead Saturday workshop(s) 2-4 hours; additional outreach

Supp., Block, ROP

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Goal 4 Action 2

Multi-Tiered System of Supports Description: Improve communication with parents about campus events and activities.	
<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 <ul style="list-style-type: none"> • Maintain and update website calendar regularly with all school activities and events, make website more mobile-friendly, make calendar more easily accessible. • Design a bi-monthly newsletter to be emailed to all parents in the registry with extra copies on campus for those who don't have email access. • MHS will administer a survey to gauge parental satisfaction with communication. • MHS will increase the use of ParentLink (phone, email, text, social media), School Loop, MHS Newsletter, Facebook, Twitter, <i>The Union</i>, and other available methods of communication to disseminate information. • Maintain Trojan Parent website 	ACTUAL
	BUDGETED \$6,600 for webmaster time, journalism expenses, outreach expenses-	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Regular website and calendar maintenance		
Administration creation of bi-monthly e-newsletter		
At least annual parent satisfaction survey (to be done in May)		

All Administrators will be trained on the use of ParentLink, School Loop, Social Media, to assist with communication; All administration will contribute to the bi-monthly Newsletter		
Regular website maintenance		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$6,600 for webmaster time, journalism expenses, outreach expenses</p> <p>Source</p> <p>Supp., Block, ROP</p> <p>Budget Reference</p>	<p>Amount</p> <p></p> <p>Source</p> <p></p> <p>Budget Reference</p> <p></p>	<p>Amount</p> <p></p> <p>Source</p> <p></p> <p>Budget Reference</p> <p></p>

Goal 4 Action 3

Multi-Tiered System of Supports Description: Increase parent, student, and teacher participation in school activities, programs, and organizations	
<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 <ul style="list-style-type: none"> Outreach to parents on a more regular basis throughout the school year; include outreach to incoming 9th grade parents in the Spring of 8th grade. Increase marketing opportunities. Promote use of 'Trojan Parent' website. Make attendance at school events more attractive to staff (School performances should be free for staff. Sports, Arts, Debate). 	ACTUAL
	BUDGETED No Cost	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Host THREE Parent Information Nights for 9th grade parents (Spring of 8th grade, before school starts, and in the Fall); 10-12 parents in Fall, and all 9-12 students in late August or early September. Suggestions:</p> <ul style="list-style-type: none"> • Events (including Back to School Night, etc) could include child care and food • Consider a 'Back to School Morning' option • Beginning of the year parent grab bag (MHS T-shirt with a schedule of events) • Allow more time with each teacher at Back to School Night, have teachers show curriculum, answer questions • Offer incentives to students to attend events with parents as translators (BYOK) <p>b) Increase marketing</p> <ul style="list-style-type: none"> • Include marketing tools in registration packets • Recruit parents, teachers, students, and community members to serve on school committees (e.g., School Site Council, ELAC) • Organize PTSA-hosted tables at school events <p>c) Give PTSA 'Trojan Parent' link more prominence on the school website and more general promotion</p>		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	No Cost	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 4 Action 4

Multi-Tiered System of Supports Description: Improve communication with limited and non-English speaking parents in our community

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

- Provide translation services for school events, documents (including Parent Handbook), and web resources in Vietnamese, Tagalog, Spanish, Punjabi, Chinese and other languages as needed.
- Provide information to non-English speaking parents on how to use School Loop and school resources (Include Saturday sessions for specific language groups. Topics could include A-G requirements, orientations for specific grade levels, service learning requirements.)
- Encourage collaboration among the PFEL counselor and ELD and SDAIE teachers to better meet the individual needs of immigrant students.
- Communicate who to contact for verbal translation service for parents who call in Fall and Spring outreach events for our limited English proficiency parent groups.

ACTUAL

Expenditures

BUDGETED

\$2500 for Parent translation services, outreach and event materials

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Work with PTSA and District Office to assist with translation of documents (to the extent possible, but make a priority)

<p>Focused ELAC meetings held throughout the school year (incl Saturdays).</p> <p>Create a SDAIE PLC of which the PFEL counselor is a participant</p> <p>Create a list of staff translators by language</p>		
---	--	--

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$2500 for Parent translation services, outreach and event materials	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 4 Action 5

Multi-Tiered System of Supports Description: Create a Parent Engagement Task Force (PETF) to develop a plan to improve parent engagement					
<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 <ul style="list-style-type: none"> Form a cross-functional Parent Engagement Task Force consisting of SSC members and MHS staff that is empowered to work with the district administration, parent community and school staff to lay the foundation for a lasting change towards creating a parent-friendly school. 	ACTUAL
	BUDGETED \$1000 for materials/supplies. Additional to come from district as needed.	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 type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Work with District to align their parent engagement efforts with core beliefs and obtain systemic, continuing support. Create a MHS parent engagement plan [See Parent Engagement Plan recommendation document 5/6/16]		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$1000 for materials/supplies. Additional to come from district as needed.	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 5</u>	<p><u>District Goal:</u> All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.</p> <p><u>Milpitas:</u> Expand student and staff access to technology, improve the use of technology as an instructional tool, and increase digital literacy. Support curriculum and instruction dedicated to creativity, collaboration, communication, and critical thinking. By June 2018, 90% of staff will have access to the technology and resources they need for their instructional program.</p>		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 4 5 7 8

LOCAL _____

Identified Need

Analysis of data indicated that inequitable access to technology creates an inconsistent learning experience for students.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology Task Force				

Goal 5 Action 1

Multi-Tiered System of Supports Description: Define and implement digital literacy for Milpitas High School students and teachers.

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

Plan and develop a standard of digital literacy for all students.

- Communicate CIPA (Children's Internet Protection Act) goals deadlines in a timely fashion to stakeholders (SLT can determine who is in charge of what) Provide necessary training and tech support to teachers
- Recommend that the district hire a specialist/tech mentor who is designated to train teachers with tech programs. (Or consider re-assigning a Computer Lab Asst)
- All teachers must have the hardware and training to support the district approved software.

ACTUAL

Expenditures

BUDGETED

No Cost

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Create a Technology Task Force (TTF) to develop a standard of digital literacy for students and determine PD and Tech needs. TTF will provide training opportunities during staff PD time.

--	--	--

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	No Cost	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 5 Action 2

Multi-Tiered System of Supports Description: Provide equitable access to technology for teachers, students, and staff.	
Students to be Served	<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 <ul style="list-style-type: none"> Survey teacher needs at the beginning and end of the school year to determine levels of need/access. Technology Task Force creates a short-term and long-term plan to support the technology needs of Milpitas High School Technology support for students/staff on campus 	ACTUAL
	BUDGETED \$13,000 for Chromebook/Technology maintenance \$60,000 for Computer Lab Tech	ESTIMATED ACTUAL

Expenditures	
--------------	--

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 <input type="checkbox"/> Unchanged		<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
<ul style="list-style-type: none"> Create a Chromebook maintenance/replacement plan as well as a plan to increase the ratio of Chromebook carts to classrooms (the more digital we get, the more we need regular access to devices) Designate/Reinstate a tech troubleshooter or tech mentor on campus whom students and teachers can contact. This should not be a classroom teacher but a specialist Purchase additional chromebooks to achieve 1:1 or 1:2 ratio Purchase additional computers so that teacher have two access points in the classroom to facilitate multi-tasking (ex. lecture and taking attendance at the same time) Provide math department with laptops vs. chromebooks (chromebooks do not have the capability to address software needs for CCS Standards- talk to a math teacher for details) 					

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$13,000 for Chromebook/Technology maintenance \$60,000 for Computer Lab Tech	Amount		Amount	
Source	Supp., Block, ROP	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 5 Action 3

Multi-Tiered System of Supports Description: Improve the use of technology as an instructional tool.	
<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 <ul style="list-style-type: none"> Plan, design, and implement clear, comprehensive technology PD for teachers. Teacher led and tiered based on the prior knowledge of participants. 	ACTUAL
	BUDGETED \$2,000 for PD prep for TTF @ \$250 per day stipend or \$175 per day sub cost	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 <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Plan, design, and implement clear, comprehensive technology PD for teachers. Teacher led and tiered based on the prior knowledge of participants. 		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$2,000 for PD prep for TTF @ \$250 per day stipend or \$175 per day sub cost	Amount 	Amount
Source 	Source 	Source

Budget
Reference

Budget
Reference

Budget
Reference

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. Phil Morales	MHS Principal	pmorales@musd.org	May 8, 2017
2. Leta Meyer	MHS Teacher	lmeyer@musd.org	May 8, 2017
3. Andrea Hutchison	MHS Teacher	ahutchis@musd.org	May 8, 2017
4. Lupe Vargas	MHS Teacher	lvargas@musd.org	May 8, 2017
5. Dena Chavez	MHS Teacher	dchavez@musd.org	May 8, 2017
6. Norma Morales	MHS Classified	nmorales@musd.org	May 8, 2017
7. Tushar Pandya	SSC President	tusharpandyaus@yahoo.org	May 8, 2017
8. Jennifer Kim-Rankin	SSC Parent	rkrankin@yahoo.com	May 8, 2017
9. Barry Or	SSC Parent	orbarry@yahoo.com	May 8, 2017
10. Angie Leones	SSC Parent	acleones1@gmail.com	May 8, 2017
11. Steven Fu	SSC Parent	steven.fu@gmail.com	May 8, 2017
12. Alfa Belen	MHS Student		May 8, 2017
13. Kyle Hulog	MHS Student		May 8, 2017
14. Saumya Mutatkar	MHS Student		May 8, 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

1

4

1

5

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:

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. Signed letter by parent members of SSC as an attachment to the SPSA Plan.
- 7. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Phil Morales

Typed name of School Principal

Signature of School Principal

Date

Tushar Pandya

Typed name of SSC Official

Signature of SSC Official

Date