

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

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## 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 nearly 3,300 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.

	2014-15		2015-16		2016-17		2017-18	
Ethnicity	Count	% of total	Count	% of total	Count	% of total	Count	% of total
American Indian/Alaskan Native	7	0.1	4	0.1	4	0.1	4	0.1%
Black or African American	90	2.9	100	3.2	90	2.8	70	2.2
Asian	1,378	44.4	1,363	43.5	1,464	46.3	1,464	46.7
Filipino	727	23.4	716	22.8	689	21.8	622	19.8
Hispanic	592	19.1	643	20.5	600	19	580	18.8
Pacific Islander	27	0.9	22	0.7	27	0.9	22	0.7
White	214	6.9	214	6.8	204	6.4	166	5.3
Two or More Races	70	2.3	72	2.3	85	2.7	198	6.3
Not Reported	0	0.0	0	0.0	0	0.0	0	0.0
Total	3105	100	3134	100	3163	100	3249	100

## **Milpitas High School Mission**

Milpitas High School prepares students to succeed as individuals and community members in a diverse and changing world.

## **Milpitas High School Focus 2017-2018**

Equity through Engagement

## **Milpitas High School Student Learning Outcomes (SLOs)**

### ***Students will be collaborative workers who:***

- Define and work toward achievement of group goals.
- Use interpersonal skills effectively.
- Acknowledge the opinions and contributions of others.
- Perform a variety of roles within a group.

### ***Students will be self-directed achievers who:***

- Prioritize, evaluate and adjust personal actions affecting well-being.
- Manage time effectively.
- Manage personal resources e.g. money and property.

### ***Students will be participants in society who:***

- Actively and positively contribute to a community (including the classroom.)
- Take responsibility for their actions.
- Understand social issues and respect different points of view.

### ***Students will be information processors who:***

- Use a variety of resources and techniques to gather information
- Adapt to new ideas and changing technologies.
- Identify and select appropriate resources and technologies for given tasks.

### ***Students will be effective communicators who:***

- Speak clearly and correctly to a variety of audiences.
- Read for understanding, listen actively and ask clarifying questions.
- Express thoughts and convey information in correct written form.
- Use the most appropriate medium to present information.

### ***Students will be complex thinkers who:***

- Identify and solve problems in a variety of settings.
- Make decisions reasonably and flexibly.
- Recognize choices in applying ideas and concepts.

Milpitas High School students are provided diverse opportunities to personalize 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), Silicon 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 San Jose City 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 21<sup>st</sup> 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. Currently we have over 2,400 Chromebooks available, Chromebook carts holding 36 devices are assigned to various departments. One EdTech Mentors, centrally located in the District Office, and Director of Technology 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 ongoing, consistent professional development as a way to continuously improve curriculum, instruction, and assessment
  - Partner with Partners in School Innovation to improve and increase the instructional leadership of the School Leadership Team that focuses on sustainable, distributed leadership models, school and student data, student outcomes, and professional learning communities.
  - Provide leadership coaching for administration to improve management skills, and increase instructional leadership capacity that focuses on classroom observations, classroom instruction, PLC work, and school/department goals.
  - Maintain PLC model and increase opportunities for teacher-driven collaboration across departments
  - 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, and A-G eligibility.
  - Provide structured support programs/tutoring to build and reinforce student skills, confidence, and engagement at all levels (struggling students as well as AP). Struggling students should be identified early in each semester and provided targeted academic interventions with support from departments and parents that allow for the student to demonstrate mastery and recover within the semester.
  - 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
  - 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
- Provide additional counseling and career and college readiness services to all students in order to better prepare them for high school and postsecondary success
  - All 9th grade students will take a recommended Life Management class that will focus on social-emotional development, communication, stress, and time management, adolescent health and issues, drug and alcohol abuse, and college and career planning. Curriculum development, teacher release time, materials, community partnerships (FACES, Camp Everytown).
  - Link Crew training and year long freshman transition program and activities, and school culture. 10 class advisors to participate in training, plan and implement activities.

- Provide stipend for College and Career lead counselor to work together with technician to increase services and events for students and parents, and work with counselors and teachers to effectively implement the Naviance tools for all students.
- Expand community outreach and increase communication with all stakeholders to encourage and facilitate involvement in the school
  - Create a Parent & Family Resource Center on campus that is easily accessible to parents for information and assistance with academic programs, community resources, activities, and other parent needs. This would be a joint effort by SSC, PTSA, Community Liaison, and SLS Coordinators and EL Liaison.
  - Improve communication with parents and 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 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

## 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.

SBAC Gains: The school has focused on CCSS shared practices for several years. The data seems to show that these efforts have been beneficial. The high ELA baseline score, which is well above state averages, and the sizeable 5% ELA gain from 2015 to 2017 are 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.

## GREATEST PROGRESS

ELA	+5% gain	Met or Exceeded Standard	Math	+4% gain
2017	80%		2017	56%
2016	76%		2016	54%
2015	75%		2015	52%

College/Career Preparedness Report	Points above level 3	Change from 2016
ELA	81.1	+1.6
Math	19.8	+7.5

MHS is also very proud of its green English Learner progress rating on the Fall 2017 CA School Dashboard (Very High: 90.4%/ Increased: +9.3%) and its significant English Learner gains on the SBAC (+10.3% in ELA from 2015 to 2017). 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.

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
2017	56%	24%	78%	47%	19%	50%	43%	6%	16%
2016	54%	10%	76%	46%	24%	47%	52%	40%	15%
2015	52%	6%	75%	45%	23%	43%	40%	36%	18%

## GREATEST NEEDS

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 added 1 FTE to math next year with the focus on intervention. Part of this FTE included 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.

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**?

SBAC data over the past 3 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).

In 2018-19 we will begin exploring structured support programs/tutoring to build and reinforce student skills, confidence, and engagement at all levels (struggling students as well as AP). Struggling students should be identified early in each semester and provided targeted academic interventions with support from departments and parents that allow for the student to demonstrate mastery and recover within the semester.

## PERFORMANCE GAPS

SBAC Math: Met or Exceeded Standard					
	All 11th Graders	Black or African American	Hispanic or Latino	Economically Disadvantaged	English Learner
2017	56%	24%	19%	6%	16%
2016	54%	10%	24%	40%	15%
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
2017	80%	55%	55%	20%	28%
2016	76%	59%	59%	58%	26%



2015	75%	59%	59%	59%	18%
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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**

\$664,000

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

\$572,680.29

Briefly describe any differences between budgeted and expended resources. .

We have not used all funds allocated to departments, technology, and professional development grants.

## DESCRIPTION

## AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$311,000

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.

1 FTE to math next year with the focus on intervention

1 FTE Assistant Principal

1 FTE Special Education focus on co-teaching

Purchase Naviance

# 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"><li>School Site Council Meeting</li><li>PTSA</li><li>School Leadership Team Meeting</li><li>Administration</li></ul>	<ul style="list-style-type: none"><li>SSC Meetings</li><li>PTSA Meetings</li><li>SLT Meetings</li><li>Administration Meetings</li></ul>

## IMPACT ON SPSA AND ANNUAL UPDATE

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

Staff, parents, and students evaluated the data 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

☐ New

X Modified

☐ Unchanged

## Goal 1

**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.

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

STATE **1 2 4 5 7 8**

LOCAL \_\_\_\_\_

[Identified Need](#)

Foster effective teacher and staff collaboration and deliver ongoing, 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.

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom observations	Qualitative Data 2016-2017	Calibration between SLT and Administration on walk-through form. Use of form in the classroom.	Continued use and evaluation of walkthrough form.	Continued use of form in the classroom.
Focus on MHS SLOs	2015 WASC Surveys	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit	Continued Support per Mid-Cycle WASC Visit
WASC	2015 WASC Surveys	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit	Continued Support per Mid-Cycle WASC Visit

Expected

Actual

Provide consistent professional development to faculty and staff as it relates to instruction, collaboration, and development of a positive school culture.

Provided three professional development opportunities to faculty and staff focused on equity, building a positive school culture, and collaboration.

## 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

Teachers will participate in professional development opportunities focused on coherent professional instructional practices, and how to engage students from diverse backgrounds.

ACTUAL

Teachers participate in professional development based on their interest and support for engaging all students. Need to focus on Inclusion Model Instruction, NGSS and math articulation for special education, science, and math teachers respectively.

Expenditures

BUDGETED

\$2,100 for 8-10 teachers

ESTIMATED ACTUAL

### ANTICIPATED MODIFICATIONS TO ACTION ACTION NARRATIVES:

2017-18

2018-19

2019-20

X New    ☐ Modified    ☐ Unchanged

☐ New    X Modified    ☐ Unchanged

☐ New    X Modified    ☐ Unchanged

- 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.

- Expand professional development outcomes and design opportunities to meet those outcomes; More \*targeted\* PD on cultural awareness and student engagement
- Expand opportunities for teachers to observe other teachers.
- Continue to explore the development of a master schedule and meeting calendar that will allow for increased time for PD and collaboration.

- Expand for professional development outcomes and design opportunities to meet those outcomes; More \*targeted\* PD on cultural awareness and student engagement
- Implementation of new bell schedule
- Expand opportunities for teachers to observe other teachers.
- Explore a master schedule and meeting calendar that will allow for increased time for PD and collaboration.

**BUDGETED EXPENDITURES:**

2017-18			2018-19			2019-20		
Amount	\$2100 8-10 teachers		Amount	\$2,100 8-10 teachers (estimated)		Amount	\$2100 8-10 teachers (estimated)	
Source	Supp., Block, ROP		Source	Supp., Block, ROP (estimated)		Source	Supp., Block, ROP (estimated)	
Budget Reference	1000 Certificated, 3000 Benefits		Budget Reference	1000 Certificated, 3000 Benefits		Budget Reference	1000 Certificated, 3000 Benefits	

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**

Staff will continue to work collaboratively together in order to develop 2017-2018 goals, Identify school wide gaps and develop measurable outcomes

**ACTUAL**

PLCs meet once a month and focus on department goals, however common student formative assessment data is not consistently reviewed to inform instructional practice.

## 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	X Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	X Modified	<input type="checkbox"/> Unchanged

<ul style="list-style-type: none"> <li>• Create a collaboration schedule for all PLCs. Teachers will be held accountable to attend the sessions.</li> <li>• Provide training and professional development opportunities focused on PLC practices.</li> <li>• Allow the PLC group to determine goals within the school focus areas for the year (teacher-driven PLCs).</li> <li>• Gather data to drive discussion</li> <li>• Identify gaps within departments that we can measure and thus address.</li> <li>• Allow for staff meeting time where teachers teach peer to peer lesson strategies which might include technology, best practices, socratic seminars, AVID strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Continue collaboration schedule for all PLCs. Teachers will be held accountable to attend the sessions.</li> <li>• Continued support for training and professional development opportunities focused on PLC practices.</li> <li>• Support PLC groups to determine goals within the school focus areas for the year (teacher-driven PLCs).</li> <li>• Gather data to drive discussion</li> <li>• Identify gaps within departments that we can measure and thus address.</li> <li>• Allow for staff meeting time where teachers teach peer to peer lesson strategies which might include technology, best practices, socratic seminars, AVID strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Continue a collaboration schedule for all PLCs. Teachers will be held accountable to attend the sessions.</li> <li>• Continued support training and professional development opportunities focused on PLC practices.</li> <li>• Support PLC groups to determine goals within the school focus areas for the year (teacher-driven PLCs).</li> <li>• Gather data to drive discussion</li> <li>• Identify gaps within departments that we can measure and thus address.</li> <li>• Allow for staff meeting time where teachers teach peer to peer lesson strategies which might include technology, best practices, socratic seminars, AVID strategies</li> </ul>
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	None	Amount	None	Amount	None
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	<b>PLANNED</b> Provide training and professional development opportunities for teacher enrichment to foster best instructional practices.	<b>ACTUAL</b> Teachers participate in professional development based on their interest and support for engaging all students. Need to focus on Inclusion Model Instruction, NGSS and math articulation for special education, science, and math teachers respectively.
	<b>BUDGETED</b> \$34,000 for Teacher Professional Development	<b>ESTIMATED ACTUAL</b>
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
<ul style="list-style-type: none"> <li>Time set aside for PD, activities</li> <li>Workshops during In-service days aligned by interests and subject matter</li> <li>Needs to continue to be PLC centered</li> <li>In some cases, department-centered might also be useful for training/projects</li> <li>Student involvement and feedback in departmental training topics and for solving specific issues as they come up</li> <li>Fall In-service 2017 as a target</li> <li>NGSS &amp; other standards-driven training</li> <li>Send designated department teacher(s) to appropriate Common Core workshops. Share knowledge gained in department PLC meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Time set aside for PD, activities</li> <li>Workshops during In-service days aligned by interests and subject matter</li> <li>Needs to continue to be PLC centered</li> <li>In some cases, department-centered might also be useful for training/projects</li> <li>Student involvement and feedback in departmental training topics and for solving specific issues as they come up</li> </ul>	<ul style="list-style-type: none"> <li>Time set aside for PD, activities</li> <li>Workshops during In-service days aligned by interests and subject matter</li> <li>Needs to continue to be PLC centered</li> <li>In some cases, department-centered might also be useful for training/projects</li> <li>Student involvement and feedback in departmental training topics and for solving specific issues as they come up</li> </ul>



#### BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$34,000 for Teacher Professional Development	<b>Amount</b> \$34,000 for Teacher Professional Development (estimated)	<b>Amount</b> \$34,000 for Teacher Professional Development (estimated)
<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP (estimated)	<b>Source</b> Supp., Block, ROP (estimated)
<b>Budget Reference</b> 1000 Certificated, 3000 Benefits	<b>Budget Reference</b> 1000 Certificated, 3000 Benefits	<b>Budget Reference</b> 1000 Certificated, 3000 Benefits

#### 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.

<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: _____

<b>Actions/Services</b>	<b>PLANNED</b> Create a timeline, classroom observation protocol, and admin walkthrough tool to increase feedback/communication between administration and teachers.	<b>ACTUAL</b> No progress 2017-18. Will begin 2018-19.
<b>Expenditures</b>	<b>BUDGETED</b> No Cost	<b>ESTIMATED ACTUAL</b>

#### 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
<ul style="list-style-type: none"> <li>Create a timeline and clear protocol for both administration and teacher colleagues to observe classrooms and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Work with Partners in School Innovation to improve and increase the instructional leadership of the School Instructional</li> </ul>	<ul style="list-style-type: none"> <li>Assess and modify timeline and clear protocol for both administration and teacher colleagues to observe classrooms and</li> </ul>

<p>This will also include revamping the current walk-through observation tools used by administration.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to discuss and address professional learning needs.</li> </ul>	<p>Leadership Team that focuses on distributed leadership models, school and student data, student outcomes, and professional learning communities.</p> <ul style="list-style-type: none"> <li>• Provide leadership coaching for administration to improve management skills, and increase instructional leadership capacity that focuses on classroom observations, classroom instruction, PLC work, and school/department goals.</li> <li>• 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.</li> <li>• Provide opportunities for teachers to discuss and address professional learning needs.</li> </ul>	<p>provide feedback. This will also include revamping the current walk-through observation tools used by administration.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to discuss and address professional learning needs.</li> </ul>
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BUDGETED EXPENDITURES:

**2017-18**

Amount	No Cost
Source	
Budget Reference	

**2018-19**

Amount	<p>\$15,000 for coaching for administrators.</p> <p>\$35,000 for consulting/professional development with Partners in School Innovation.</p>
Source	Supp., Block, ROP
Budget Reference	<p>4000 Materials/conferences</p> <p>5000 Contracted Services</p>

**2019-20**

Amount	No Cost
Source	
Budget Reference	

## Goal 2

X New

☐ Modified

☐ Unchanged

**MUSD:** supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2018-2019 school year as detailed by the AMOs

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

STATE **1 2 4 5 7 8**

LOCAL \_\_\_\_\_

[Identified Need](#)

### SBAC:

- 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.
- MHS will focus on decreasing the percentage of students scoring Below Standard in math Concepts and Procedures, Problem and Data Analysis, and Communicating Reasoning.

### ELA and math benchmarks:

- By June 2019, 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.
- By June 2019, 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.
- By June 2019, 70% of students in Math I and II will demonstrate a proficient response on the department-developed spring performance task.
- By June 2019, 70% of students in Math I and II will demonstrate a proficient response on the department-developed spring performance task.

### [GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	2015: 75% proficient or above	2016: 75% proficient or above	2017: 80% proficient or above	2018: 85% proficient or above
SBAC Math	2015: 52% proficient or above	2016: 52% proficient or above	2017: 60% proficient or above	2018: 70% proficient or above
Constructed Response data from Illuminate	2017 CR Data	2018 CR Data	2019 CR Data	2020 CR Data

Performance Task data from Illuminate	2017 PT Data	2018 PT Data	2019 PT Data	2020 PT Data
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Expected

Actual

Maintain or improve Above Standard scores in ELA and Math, and decrease percentage of students scoring Below Standard in ELA and Math.	<p>SBAC ELA scores increased by 5% and Math scores increased by 4%. However, overall Math proficiency rates are lower than we would like, and there is a large disparity between our highest achieving groups and our lowest.</p> <p>Math intervention courses will be provided in SY 2017-2018</p>
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#### PLANNED ACTIONS / SERVICES

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

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

Constructed-response performance data will be collected by each department for school-wide analysis and shared with Site Council in the Spring.

#### ACTUAL

Every semester, teachers from all subject areas have students write constructed-response paragraphs incorporating the close reading and annotation of subject-specific informational texts.

Expenditures

#### 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   x Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   x Unchanged
<ul style="list-style-type: none"> <li>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.</li> <li>Teachers from the English/ELD department will require students to complete one listening activity modeled after SBAC listening questions per semester.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers from the English/ELD department will require students to complete one listening activity modeled after SBAC listening questions per semester.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers from the English/ELD department will require students to complete one listening activity modeled after SBAC listening questions per semester.</li> </ul>

#### BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$1000 for teacher leader PD	<b>Amount</b> \$1000 for teacher leader PD (estimated)	<b>Amount</b> \$1000 for teacher leader PD (estimated)
<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP (estimated)	<b>Source</b> Supp., Block, ROP (estimated)
<b>Budget Reference</b> 1000 Certificated, 3000 Benefits	<b>Budget Reference</b> 1000 Certificated, 3000 Benefits	<b>Budget Reference</b> 1000 Certificated, 3000 Benefits

# Goal 2 Action 2

Multi-Tiered System of Supports Description: CCSS Informational Writing Modes: Argumentation and Research		
<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	<b>PLANNED</b> Support PLCs evaluate the effectiveness of the informational writing tasks. PLC members will offer suggestions for modifications and/or improvements of various aspects of the tasks	<b>ACTUAL</b> PLCs in core subject area departments (English, social studies, science, and math) continue to develop, give, and score subject-specific argumentative performance tasks. Paying specific attention to EL's
	<b>BUDGETED</b> \$2,000 PD \$8,000 Turnitin.com Subscription	<b>ESTIMATED ACTUAL</b> <b>\$8000 turnitin.com</b>

## 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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li>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 viewpoints.</li> <li>All other departments will develop and give subject-specific informational writing tasks/projects involving research.</li> </ul>	<ul style="list-style-type: none"> <li>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 viewpoints.</li> <li>All other departments will develop and give subject-specific informational writing</li> </ul>	<ul style="list-style-type: none"> <li>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 viewpoints.</li> <li>All other departments will develop and give subject-specific informational writing tasks/projects involving research.</li> </ul>

	tasks/projects involving research.	
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#### BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$2,000 PD \$8,000 Turnitin.com Subscription  <b>Source</b> Supp., Block, ROP  <b>Budget Reference</b> 1000 Certificated 3000 Benefits 4000 Materials/Conferences	<b>Amount</b> \$2,000 PD (estimated) \$8,000 Turnitin.com Sub (estimated)  <b>Source</b> Supp., Block, ROP  <b>Budget Reference</b> 1000 Certificated 3000 Benefits 4000 Materials/Conferences	<b>Amount</b> \$2,000 PD (estimated) \$8,000 Turnitin.com Sub (estimated)  <b>Source</b> Supp., Block, ROP  <b>Budget Reference</b> 1000 Certificated 3000 Benefits 4000 Materials/Conferences

## Goal 2 Action 3

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

<b>Actions/Services</b>	<b>PLANNED</b> Continue to support English I SDAIE and Read 180 into the master schedule	<b>ACTUAL</b> Read 180 and English 1 SDAIE continues to be offered. System 44 program is used for Beginning ELD instruction.
<b>Expenditures</b>	<b>BUDGETED</b> \$5,000 for READ 180 (Materials and lab hardware) \$10,000 for grammar/language tutoring software	<b>ESTIMATED ACTUAL</b> <b>\$15,000</b>

#### ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged  • Continue to run sections of mainstream and sections of SDAIE English I with READ 180 connection sections; continue to incorporate	<input type="checkbox"/> New <input type="checkbox"/> Modified    X Unchanged  • Continue to run sections of mainstream and sections of SDAIE English I with READ 180 connection sections; continue	<input type="checkbox"/> New <input type="checkbox"/> Modified    x Unchanged  • 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	to incorporate the System 44 phonics program as part of beginning ELD instruction	the System 44 phonics program as part of beginning ELD instruction
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#### BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$5,000 for READ 180 (Materials and lab hardware) \$10,000 for grammar/language tutoring software <b>Source</b> Supp., Block, ROP <b>Budget Reference</b> 4000 Materials/Conferences	<b>Amount</b> \$5,000 for READ 180 (Materials and lab hardware) (estimated) \$10,000 for grammar/language tutoring software (estimated) <b>Source</b> Supp., Block, ROP <b>Budget Reference</b> 4000 Materials/Conferences	<b>Amount</b> \$5,000 for READ 180 (Materials and lab hardware) (estimated) \$10,000 for grammar/language tutoring software (estimated) <b>Source</b> Supp., Block, ROP <b>Budget Reference</b> 4000 Materials/Conferences

## Goal 2 Action 4

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

<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: _____
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<b>Actions/Services</b>	<b>PLANNED</b> Teacher Librarian will continue to support teachers and encourage more students to utilize the resources	<b>ACTUAL</b> Teacher librarian coordinates the subscriptions to E-books, research databases, technology tools, etc. and provides teachers and students with instruction on how to use these tools.
<b>Expenditures</b>	<b>BUDGETED</b> \$17,300 for Library E-Book subscriptions, technology, materials \$17,600 for CCSS English, Social Science, World Language literature, technology and materials	<b>ESTIMATED ACTUAL</b> <b>\$25,000</b>

#### ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
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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
Renew subscriptions and licenses: <ul style="list-style-type: none"> <li>Subscriptions to Student Resources in Context, Global Issues in Context, Opposing Viewpoints and Diseases &amp; Disorders databases renewed for 2017-18</li> <li>EBooks license renewed and review availability of additional titles for collection.</li> <li>Continue Junior Library Guild and Atlantis Subscription Services.</li> <li>Update nonfiction print collection1.</li> </ul>	Renew subscriptions and licenses: <ul style="list-style-type: none"> <li>Subscriptions to Student Resources in Context, Global Issues in Context, Opposing Viewpoints and Diseases &amp; Disorders databases renewed for 2018-19</li> <li>EBooks license renewed and review availability of additional titles for collection.</li> <li>Continue Junior Library Guild and Atlantis Subscription Services.</li> <li>Update nonfiction print collection1.</li> </ul>	Renew subscriptions and licenses: <ul style="list-style-type: none"> <li>Subscriptions to Student Resources in Context, Global Issues in Context, Opposing Viewpoints and Diseases &amp; Disorders databases renewed for 2017-18</li> <li>EBooks license renewed and review availability of additional titles for collection.</li> <li>Continue Junior Library Guild and Atlantis Subscription Services.</li> <li>Update nonfiction print collection1.</li> </ul>

#### BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$17,300 for Library E-Book subscriptions, technology, materials  \$17,600 for CCSS English, Social Science, World Language literature, technology and materials	<b>Amount</b> \$17,300 for Library E-Book subscriptions, technology, materials (estimated)  \$17,600 for CCSS English, Social Science, World Language literature, technology and materials (estimated)	<b>Amount</b> \$17,300 for Library E-Book subscriptions, technology, materials (estimated)  \$17,600 for CCSS English, Social Science, World Language literature, technology and materials (estimated)
<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP
<b>Budget Reference</b> 4000 Materials/Conference	<b>Budget Reference</b> 4000 Materials/Conference	<b>Budget Reference</b> 4000 Materials/Conference

## Goal 2 Action 5

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

#### 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

ACTUAL

## Expenditures

Identify and develop remedial/supplemental/ support and summer school classes targeting the needs of EL students services	PFEL coordinator case manages ELL students providing appropriate course scheduling, support and opportunities for reclassification and enrichment, and advocacy and counseling.
<b>BUDGETED</b> \$125,000 for PFEL Coordinator (40%), ELD Aides (Salary and Benefits), ELD/SDAIE Support and Materials	<b>ESTIMATED ACTUAL</b>

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
Identify gaps in student learning and language acquisition; Develop remedial/supplemental/support and summer school classes targeting the needs of EL students	Identify gaps in student learning and language acquisition; Develop remedial/supplemental/support and summer school classes targeting the needs of EL students	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
<b>Amount</b> \$125,000 for PFEL Coordinator (40%), ELD Aides (Salary and Benefits), ELD/SDAIE Support and Materials	<b>Amount</b> \$125,000 for PFEL Coordinator (40%), ELD Aides (Salary and Benefits), ELD/SDAIE Support and Materials (estimated)	<b>Amount</b> \$125,000 for PFEL Coordinator (40%), ELD Aides (Salary and Benefits), ELD/SDAIE Support and Materials (estimated)
<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP
<b>Budget Reference</b> 1000 Certificated, 3000 Benefits	<b>Budget Reference</b> 1000 Certificated, 3000 Benefits	<b>Budget Reference</b> 1000 Certificated, 3000 Benefits

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: _____
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## Actions/Services

<b>PLANNED</b> Within their PLCs, math teachers will put a plan in place to address the learning needs of students who need more	<b>ACTUAL</b> 2 sections of Math Connections were provided in the Master Schedule to support students in Math 1 who have historically underperformed in
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## Expenditures

time to understand certain topics.	math. ALEKS program is used to support students in improving math skills. Math 1 class sizes were reduced to provide more personalized support.
<b>BUDGETED</b> \$100,000 for Math Intervention teacher (1.0 FTE) \$2,000 for after school tutoring, Saturday School Tutoring \$4,000 ALEKS Program	<b>ESTIMATED ACTUAL</b>

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
<ul style="list-style-type: none"> <li>Provide math support to improve conceptual understanding of students who are below basic in math.</li> <li>Provide support for students utilizing interactive software and other targeted teaching strategies such as one-on-one support and differentiated instruction.</li> <li>Hire Math Intervention Teacher to teach two sections of Math intervention connections</li> <li>Utilize SSR time, after school, and Saturday School to assist students who need extra support.</li> </ul>	<ul style="list-style-type: none"> <li>Provide math support to improve conceptual understanding of students who are below basic in math.</li> <li>Provide support for students utilizing interactive software and other targeted teaching strategies such as one-on-one support and differentiated instruction.</li> <li>Hire Math Intervention Teacher to teach two sections of Math intervention connections</li> <li>Utilize SSR time, after school, and Saturday School to assist students who need extra support.</li> </ul>	<ul style="list-style-type: none"> <li>Provide math support to improve conceptual understanding of students who are below basic in math.</li> <li>Provide support for students utilizing interactive software and other targeted teaching strategies such as one-on-one support and differentiated instruction.</li> <li>Hire Math Intervention Teacher to teach two sections of Math intervention connections</li> <li>Utilize SSR time, after school, and Saturday School to assist students who need extra support.</li> </ul>

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$100,000 for Math Intervention teacher (1.0 FTE) \$2,000 for after school tutoring, Saturday School Tutoring \$4,000 ALEKS Program	<b>Amount</b> \$100,000 for Math Intervention teacher (1.0 FTE) (estimated) \$2,000 for after school tutoring, Saturday School Tutoring(estimated) \$4,000 ALEKS Program(estimated)	<b>Amount</b> \$100,000 for Math Intervention teacher (1.0 FTE) (estimated) \$2,000 for after school tutoring, Saturday School Tutoring(estimated) \$4,000 ALEKS Program(estimated)
<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP	<b>Source</b> Supp., Block, ROP

Budget  
Reference

1000 Certificated  
3000 Benefits  
4000 Materials/Conferences

Budget  
Reference

1000 Certificated  
3000 Benefits  
4000 Materials/Conferences

Budget  
Reference

1000 Certificated  
3000 Benefits  
4000 Materials/Conferences

## 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

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

#### ACTUAL

Several teachers attended SVMi and other professional development around CCSS and Integrated Math curriculum. PLCs focused on common assessments and lesson and unit planning. Summer work session have been planned for curriculum alignment and calibration.

Expenditures

#### BUDGETED

\$9,000 teacher stipends for curriculum development.  
\$8,000 for teachers to attend SVMi training 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

- 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.

- 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

- 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

### BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$9,000 teacher stipends for curriculum development.

Amount

\$9,000 teacher stipends for curriculum development. (estimated)

Amount

\$9,000 teacher stipends for curriculum development. (estimated)

Source	\$8,000 for teachers to attend SVMl training and materials	Source	\$8,000 for teachers to attend SVMl training and materials (estimated)	Source	\$8,000 for teachers to attend SVMl training and materials (estimated)
	Supp., Block, ROP		Supp., Block, ROP		Supp., Block, ROP
Budget Reference	1000 Certificated, 3000 Benefits	Budget Reference	1000 Certificated, 3000 Benefits	Budget Reference	1000 Certificated, 3000 Benefits

## 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..

<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	<b>PLANNED</b> PLC teams will meet to design unit plans, lessons, and assessments.	<b>ACTUAL</b> Several teachers attended NGSS rollout symposiums. Science PLCs focused on NGSS curriculum development in Biology and Chemistry.
	<b>BUDGETED</b> \$9,000 teacher stipends and/or subs for NGSS curriculum development.	<b>ESTIMATED ACTUAL</b>

### 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
<ul style="list-style-type: none"> <li>Within PLCs, restructure course curriculum for Biology, Chemistry, and Physics to include the Earth and Space Science and Engineering Design Disciplinary Core Ideas.</li> <li>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.</li> <li>Continue training for implementation of NGSS for California Public Schools and best</li> </ul>	<ul style="list-style-type: none"> <li>Within PLCs, restructure course curriculum for Biology, Chemistry, and Physics to include the Earth and Space Science and Engineering Design Disciplinary Core Ideas.</li> <li>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.</li> <li>Continue training for implementation of NGSS for California Public Schools and</li> </ul>	<ul style="list-style-type: none"> <li>Within PLCs, restructure course curriculum for Biology, Chemistry, and Physics to include the Earth and Space Science and Engineering Design Disciplinary Core Ideas.</li> <li>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.</li> <li>Continue training for implementation of NGSS for California Public Schools and best</li> </ul>

practices.	best practices.	practices.
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$9,000 teacher stipends and/or subs for NGSS curriculum development.	Amount	\$9,000 teacher stipends and/or subs for NGSS curriculum development. (estimated)	Amount	\$9,000 teacher stipends and/or subs for NGSS curriculum development. (estimated)
(Source	Supp., Block, ROP	Source	Supp., Block, ROP	Source	Supp., Block, ROP
Budget Reference	1000 Certificated, 3000 Benefits	Budget Reference	1000 Certificated, 3000 Benefits	Budget Reference	1000 Certificated, 3000 Benefits

# Goals, Actions, & Services

☐ New

X Modified

☐ Unchanged

## Goal 3

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

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

STATE **2 4 5 8**

LOCAL \_\_\_\_\_

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%.

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At-risk daily attendance	Daily attendance increase by 25%	Daily attendance increase by 25%	Daily attendance increase by 25%	Daily attendance increase by 25%
A-G Eligibility	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
College/Career Access	Data collected by College and Career Specialist	Data collected by College and Career Specialist	Data collected by College and Career Specialist	Data collected by College and Career Specialist

Expected

Actual

Career/College Specialist will provide students opportunities to explore career and college options.

Several college and career days were scheduled for students to visit with college advisors and career professionals. College/career website was

	updated with more college and career information, links, and upcoming events.
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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.

<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	<b>PLANNED</b> Utilize on-site mental health provides to ensure the physical and mental safety of students.	<b>ACTUAL</b> 3 CASSY counselors supported all students daily. 8 additional cameras were purchased and installed.
Expenditures	<b>BUDGETED</b> \$15,000 for 1 additional CASSY day per week \$14,000 for annual monitoring/maintenance of security cameras	<b>ESTIMATED ACTUAL</b>

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 <input type="checkbox"/> Modified   x Unchanged
<ul style="list-style-type: none"> <li>Students will have access to both the academic counselors and CASSY counselors as is warranted.</li> <li>Take measures to ensure physical safety of students, staff, and facilities</li> </ul>	<ul style="list-style-type: none"> <li>All 9th grade students will take a recommended Life Management class that will focus on social-emotional development, communication, stress, and time management, adolescent health and issues, drug and alcohol abuse, and college and career planning. Curriculum development, teacher release time, materials, community partnerships (FACES, Camp Everytown).</li> <li>Link Crew training and year long freshman transition program and activities, and school culture. 10 class advisors to</li> </ul>	<ul style="list-style-type: none"> <li>Students will have access to both the academic counselors and CASSY counselors as is warranted.</li> <li>Take measures to ensure physical safety of students, staff, and facilities</li> </ul>



	participate in training, plan and implement activities. <ul style="list-style-type: none"> <li>Students will have access to both the academic counselors and CASSY counselors as is warranted.</li> <li>Take measures to ensure physical safety of students, staff, and facilities</li> </ul>	
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#### BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$15,000 for 1 additional CASSY day per week. \$14,000 for annual monitoring/maintenance of security cameras.	Amount	\$10,000 for Life Management \$20,000 for Link Crew Training \$15,000 for 1 additional CASSY day per week. (estimated) \$14,000 for annual monitoring/maintenance of security cameras. (estimated)	Amount	\$15,000 for 1 additional CASSY day per week. (estimated) \$14,000 for annual monitoring/maintenance of security cameras. (estimated)
Source	Supp., Block, ROP	Source	Supp., Block, ROP	Source	Supp., Block, ROP
Budget Reference	4000 Materials/conferences 5000 Contracted Services	Budget Reference	1000 Certificated 3000 Benefits 4000 Materials/conferences 5000 Contracted Services	Budget Reference	4000 Materials/conferences 5000 Contracted Services

### 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

<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	ACTUAL
	Utilize College and Career Technician to Improve communication/awareness with students, faculty, and parents about college deadlines, scholarship programs, college visits, etc.	College and Career Technician provided communication/awareness events for students, faculty, and parents about college deadlines, scholarship programs, college visits, etc.

## Expenditures

	Academies strengthened partnership with National Academies Foundation (NAF) and piloted FutureReady Labs internship programs for academy students Summer 2018.
<b>BUDGETED</b> \$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	<b>ESTIMATED ACTUAL</b>

## 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 <input type="checkbox"/> Modified   x Unchanged
<ul style="list-style-type: none"> <li>Expand career technical education (CTE) training experiences available to all students; Incorporate CTE-focused subject matter in a variety of academic and elective courses</li> <li>Create and maintain a website/ newsletter/blog with up-to-date information for students, parents and staff.</li> <li>Communicate/market information to staff and students.</li> <li>Outreach by counselors, Career/College Technician and Workability Teachers to</li> </ul>	<ul style="list-style-type: none"> <li>Provide stipend for College and Career lead counselor to work together with technician to increase services and events for students and parents, and work with counselors and teachers to effectively implement the Naviance tools for all students.</li> <li>Expand career technical education (CTE) training experiences available to all students; Incorporate CTE-focused subject</li> </ul>	<ul style="list-style-type: none"> <li>Expand career technical education (CTE) training experiences available to all students; Incorporate CTE-focused subject matter in a variety of academic and elective courses</li> <li>Create and maintain a website/ newsletter/blog with up-to-date information for students, parents and staff.</li> <li>Communicate/market information to staff and students.</li> </ul>

<p>increase awareness of and enrollment in SVCTE courses.</p> <ul style="list-style-type: none"> <li>• Incorporate CTE-focused subject matter in a variety of academic, elective, and extra-curricular courses.</li> </ul>	<p>matter in a variety of academic and elective courses</p> <ul style="list-style-type: none"> <li>• Create and maintain a website/newsletter/blog with up-to-date information for students, parents and staff.</li> <li>• Communicate/market information to staff and students.</li> <li>• Outreach by counselors, Career/College Technician and Workability Teachers to increase awareness of and enrollment in SVCTE courses.</li> <li>• Incorporate CTE-focused subject matter in a variety of academic, elective, and extra-curricular courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach by counselors, Career/College Technician and Workability Teachers to increase awareness of and enrollment in SVCTE courses.</li> <li>• Incorporate CTE-focused subject matter in a variety of academic, elective, and extra-curricular courses.</li> </ul>
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#### 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)

- Art
- Music

Amount

\$6000 College and Career Lead Counselor Stipend  
\$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

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)

- Art
- Music

**(ABOVE ITEMS ESTIMATED)**

**(ABOVE ITEMS ESTIMATED)**

Source	Supp., Block, ROP	Source	Supp., Block, ROP	Source	Supp., Block, ROP
Budget Reference	4000 Materials/conferences	Budget Reference	1000 Certificated 3000 Benefits 4000 Materials/conferences	Budget Reference	4000 Materials/conferences

#### 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

<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	<b>PLANNED</b> Support students from all backgrounds to increase equity in educational opportunities.	<b>ACTUAL</b> EOS continued as planned with an increase in AP enrollment by underrepresented students. At-risk students were supported by Horizontes, Dreamkeepers, and Pagasas. 40 students participated in Camp Everytown. AVID provided students with mentorships and college visits. PSAT was not administered to the entire grade level, but will be next year.
Expenditures	<b>BUDGETED</b> \$28,000 to pay teachers, tutors, and other support staff for at-risk student support, EOS summer prep, EOS and Horizontes tutoring. \$10,000 for AP scholarships, materials, teacher PD \$5000 for Camp Everytown participation \$20,000 for AVID expenses \$8000 for PSAT Costs for all 10th	<b>ESTIMATED ACTUAL</b>

#### 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 type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

- 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.
- 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.

- Use Equal Opportunity School (EOS) data to monitor placement of students and diversify enrollment in Honors/AP courses. July 2018 - June 2019
- Provide structured support programs/tutoring to build and reinforce student skills, confidence, and engagement at all levels (struggling students as well as AP). Struggling students should be identified early in each semester and provided targeted academic interventions with support from departments and parents that allow for the student to demonstrate mastery and recover within the semester.
- Collect specific data on typically underrepresented students.
- 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.

- 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.
- 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.

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount

\$28,000 to pay teachers, tutors, and other support staff for at-risk student support, EOS summer prep, EOS and Horizontes tutoring.

\$10,000 for AP scholarships,materials, teacher PD

\$5000 for Camp Everytown participation

\$20,000 for AVID expenses

\$8000 for PSAT Costs for all 10th

Amount

\$58,000 to pay teachers, tutors, and other support staff for at-risk student support, EOS summer prep, EOS and Horizontes tutoring. (estimated)

\$10,000 for AP scholarships,materials, teacher PD (estimated)

\$5000 for Camp Everytown participation (estimated)

\$20,000 for AVID expenses(estimated)

\$8000 for PSAT Costs for all 10th (estimated)

Amount

\$28,000 to pay teachers, tutors, and other support staff for at-risk student support, EOS summer prep, EOS and Horizontes tutoring. (estimated)

\$10,000 for AP scholarships,materials, teacher PD (estimated)

\$5000 for Camp Everytown participation (estimated)

\$20,000 for AVID expenses(estimated)

\$8000 for PSAT Costs for all 10th (estimated)

Source

Supp., Block, ROP

Source

Supp., Block, ROP

Source

Supp., Block, ROP

Budget  
Reference

1000 Certificated  
3000 Benefits  
4000 Materials/conferences

Budget  
Reference

1000 Certificated  
3000 Benefits  
4000 Materials/conferences

Budget  
Reference

1000 Certificated  
3000 Benefits  
4000 Materials/conferences

# Goals, Actions, & Services

☐ New

X Modified

☐ Unchanged

## Goal 4

**MHS** Improve communication with all stakeholders and increase student and parent engagement.

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

STATE **5 6 7 8**

LOCAL \_\_\_\_\_

[Identified Need](#)

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%

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20s
Staff Survey	2015 WASC Survey	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit 2017
Parent Survey	2015 WASC Survey	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit 2017

Expected

Actual

Administration will offer a transparent line of communication to all faculty, staff, students, and parents.

Administration created and delivered a weekly newsletter (via email) to all faculty and staff.

# 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 maintain open communication with parents; provide training/assistance to teachers who need support.

### ACTUAL

Since SchoolLoop was discontinued, teachers have used Aeries to communicate with parents about student progress. Training has been provided by the district and by teacher experts on campus.

## 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    x Unchanged

☐ New    ☐ Modified    x Unchanged

- 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.

- 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.

- 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.

## BUDGETED EXPENDITURES:



2017-18	2018-19	2019-20
Amount	Amount	Amount
\$1,000 Compensation for (Latino Liaison, PFEL Coordinator, other) to lead Saturday workshop(s) 2-4 hours; additional outreach	\$1,000 Compensation for (Latino Liaison, PFEL Coordinator, other) to lead Saturday workshop(s) 2-4 hours; additional outreach (estimated)	\$1,000 Compensation for (Latino Liaison, PFEL Coordinator, other) to lead Saturday workshop(s) 2-4 hours; additional outreach (estimated)
Source	Source	Source
Supp., Block, ROP	Supp., Block, ROP	Supp., Block, ROP
Budget Reference	Budget Reference	Budget Reference
1000 Certificated, 3000 Benefits	1000 Certificated, 3000 Benefits	1000 Certificated, 3000 Benefits

## Goal 4 Action 2

Multi-Tiered System of Supports Description: Improve communication with parents about campus events and activities.	
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	<b>PLANNED</b> Maintain and update website calendar regularly with all school activities and events, make website more mobile-friendly, make calendar more easily accessible.	<b>ACTUAL</b> New google site was created in August with direct access to calendar and important information.
Expenditures	<b>BUDGETED</b> \$6,600 for webmaster time, journalism expenses, outreach expenses-	<b>ESTIMATED ACTUAL</b> <b>\$6600</b>

### 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 <input type="checkbox"/> Modified    x Unchanged
<ul style="list-style-type: none"> <li>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.</li> <li>MHS will administer a survey to gage parental satisfaction with communication.</li> </ul>	<ul style="list-style-type: none"> <li>Publish and provide Student Handbook to all students and teachers to ensure all stakeholders are aware of community norms and protocols. Review explicitly with all students and teachers during the first week of school.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>MHS will administer a survey to gage parental satisfaction with communication.</li> </ul>

<ul style="list-style-type: none"> <li>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.</li> <li>Maintain Trojan Parent website</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>MHS will administer a survey to gage parental satisfaction with communication.</li> <li>MHS will increase the use of ParentSquare, Aeries Parent Portal, MHS Newsletter, Facebook, Twitter, <i>The Union</i>, and other available methods of communication to disseminate information.</li> <li>Maintain Trojan Parent website</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Maintain Trojan Parent website</li> </ul>
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#### BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$6,600 for webmaster time, journalism expenses, outreach expenses	Amount	\$10,000 for webmaster time, publication and journalism expenses, outreach expenses (estimated)	Amount	\$6,600 for webmaster time, journalism expenses, outreach expenses (estimated)
Source	Supp., Block, ROP	Source	Supp., Block, ROP	Source	Supp., Block, ROP
Budget Reference	1000 certificated 3000 Benefits 4000 Materials/conferences	Budget Reference	1000 certificated 3000 Benefits 4000 Materials/conferences	Budget Reference	1000 certificated 3000 Benefits 4000 Materials/conferences

## 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

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.

Create a Parent & Family Resource Center on campus that is easily accessible to parents for information and assistance with academic programs, community resources, activities, and other parent needs.

##### ACTUAL

Parent Nights for incoming students were held in August, September, and March. New enrollee parent workshop was held in April. Counselors held grade level parent nights in September.

## Expenditures

## BUDGETED

No Cost

## ESTIMATED ACTUAL

None

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

## 2017-18

## 2018-19

## 2019-20

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

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:

- 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)

## b) Increase marketing

- 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

c) Give PTSA 'Trojan Parent' link more prominence on the school website and more general promotion

Create a Parent & Family Resource Center on campus that is easily accessible to parents for information and assistance with academic programs, community resources, activities, and other parent needs. This would be a joint effort by PTSA, Community Liaisons, and SLS Coordinator.

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:

- 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)

## b) Increase marketing

- 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

c) Give PTSA 'Trojan Parent' link more prominence on the school website and more general promotion

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:

- 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)

## b) Increase marketing

- 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

c) Give PTSA 'Trojan Parent' link more prominence on the school website and more general promotion

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	No Cost	Amount	\$3000 for supplies, materials, technology for Parent Center.	Amount	No Cost
Source		Source	Supp., Block, ROP	Source	
Budget Reference		Budget Reference	4000 Materials/conferences	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**

Improve communication with non-English speaking families.

**ACTUAL**

Translation services are provided when needed. Spanish, Vietnamese, and Tagalog speaking staff are readily available in the office.

**Expenditures**

**BUDGETED**

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

**ESTIMATED ACTUAL**

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

☒ New    ☐ Modified    ☐ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

- 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 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.

- 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 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.

- 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 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.

<ul style="list-style-type: none"> <li>• Work with PTSA and District Office to assist with translation of documents (to the extent possible, but make a priority)</li> <li>• Focused ELAC meetings held throughout the school year (incl Saturdays).</li> <li>• Create a SDAIE PLC of which the PFEL counselor is a participant</li> <li>• Create a list of staff translators by language</li> </ul>		
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#### BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$2500 for Parent translation services, outreach and event materials	Amount	\$2500 for Parent translation services, outreach and event materials (estimated)	Amount	\$2500 for Parent translation services, outreach and event materials (estimated)
Source	Supp., Block, ROP	Source	Supp., Block, ROP	Source	Supp., Block, ROP
Budget Reference	4000 materials/conference 5000 contracted services	Budget Reference	4000 materials/conference 5000 contracted services	Budget Reference	4000 materials/conference 5000 contracted services

## Goal 4 Action 5

<b>Multi-Tiered System of Supports Description:</b> 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	<b>PLANNED</b> 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.	<b>ACTUAL</b> Task force has not yet been formed however improved relationships with SSC and PTSA has been established by the principal and staff representatives.
	<b>BUDGETED</b> \$1000 for materials/supplies. Additional to come from district as needed.	<b>ESTIMATED ACTUAL</b> \$0

#### 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
<ul style="list-style-type: none"> <li>• Work with District to align their parent engagement efforts with core beliefs and obtain systemic, continuing support.</li> <li>• Create a MHS parent engagement plan <a href="#">[See Parent Engagement Plan recommendation document 5/6/16]</a></li> </ul>	<ul style="list-style-type: none"> <li>• Work with District to align their parent engagement efforts with core beliefs and obtain systemic, continuing support.</li> <li>• Create a MHS parent engagement plan <a href="#">[See Parent Engagement Plan recommendation document 5/6/16]</a></li> </ul>	<ul style="list-style-type: none"> <li>• Work with District to align their parent engagement efforts with core beliefs and obtain systemic, continuing support.</li> <li>• Create a MHS parent engagement plan <a href="#">[See Parent Engagement Plan recommendation document 5/6/16]</a></li> </ul>

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

Amount	\$1000 for materials/supplies. Additional to come from district as needed.	Amount	\$1000 for materials/supplies. Additional to come from district as needed. (estimated)	Amount	\$1000 for materials/supplies. Additional to come from district as needed. (estimated)
Source	Supp., Block, ROP	Source	Supp., Block, ROP	Source	Supp., Block, ROP
Budget Reference	4000 materials/conference	Budget Reference	4000 materials/conference	Budget Reference	4000 materials/conference

## Goals, Actions, & Services

## Goal 5

☒ New

☐ Modified

☐ Unchanged

**MHSI:** All MHS students will receive standards-based instruction, personalized instruction using the latest technology tools to explore multiple career paths

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

STATE **1 2 4 5 7 8**

LOCAL \_\_\_\_\_

[Identified Need](#)

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 2019, 90% of staff will have access to the technology and resources they need for their instructional program. Create measurable annual outcomes as way to measure impact on learning.

### GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology Task Force	2015 WASC Recommendation	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit 2017	Continued Support per Mid-Cycle WASC Visit 2017

Expected

Actual

Increase technology devices, and provide professional development on technology in the classroom.  
Cohort will implement Summitt's PLP Model

Chromebooks and carts purchased.

Goal **5** Action **1**

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



<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	<b>PLANNED</b> 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.	<b>ACTUAL</b> Technology Task Force was established at the district level. Teachers and administrators have participated.
	<b>BUDGETED</b> No Cost	<b>ESTIMATED ACTUAL</b>

#### 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
<ul style="list-style-type: none"> <li>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</li> <li>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)</li> <li>All teachers must have the hardware and training to support the district approved software.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate CIPA (Children's Internet Protection Act) goals deadlines in a timely fashion to stakeholders (ILT provide necessary training and tech support to teachers).</li> <li>Teacher cohort will implement Summitt's Personalized Platform</li> <li>All teachers must have the hardware and training to support the district approved software.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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)</li> <li>All teachers must have the hardware and training to support the district approved software.</li> </ul>

#### BUDGETED EXPENDITURES:

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

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

### Actions/Services

#### PLANNED

Provide teachers, students, and staff equal access to technology and professional development opportunities.

#### ACTUAL

300+ additional chromebooks and corresponding carts were purchased this year bringing the ratio closer to 1:2.

### Expenditures

#### BUDGETED

\$13,000 for Chromebook/Technology maintenance  
 \$60,000 for Computer Lab Tech

#### ESTIMATED ACTUAL

### ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

#### 2017-18

#### 2018-19

#### 2019-20

☒ New    ☐ Modified    ☐ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

- 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
- 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

- 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
- 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

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- Technology support for students/staff on campus
- 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

<ul style="list-style-type: none"> <li>• Purchase additional chromebooks to achieve 1:1 or 1:2 ratio</li> <li>• 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)</li> <li>• Provide math department with <b>laptops</b> vs. chromebooks (chromebooks do not have the capability to address software needs for CCS Standards- talk to a math teacher for details)</li> </ul>	<p>and teachers can contact. This should not be a classroom teacher but a specialist</p> <ul style="list-style-type: none"> <li>• Purchase additional chromebooks to achieve 1:1 or 1:2 ratio</li> <li>• 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)</li> <li>• Provide math department with <b>laptops</b> vs. chromebooks (chromebooks do not have the capability to address software needs for CCS Standards- talk to a math teacher for details)</li> </ul>	<p>and teachers can contact. This should not be a classroom teacher but a specialist</p> <ul style="list-style-type: none"> <li>• Purchase additional chromebooks to achieve 1:1 or 1:2 ratio</li> <li>• 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)</li> <li>• Provide math department with <b>laptops</b> vs. chromebooks (chromebooks do not have the capability to address software needs for CCS Standards- talk to a math teacher for details)</li> </ul>
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#### BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$13,000 for Chromebook/Technology maintenance \$60,000 for Computer Lab Tech	Amount	\$13,000 for Chromebook/Technology maintenance (estimated) \$60,000 for Computer Lab Tech (estimated)	Amount	\$13,000 for Chromebook/Technology maintenance (estimated) \$60,000 for Computer Lab Tech (estimated)
Source	Supp., Block, ROP	Source	Supp., Block, ROP	Source	Supp., Block, ROP
Budget Reference	4000 materiales/conferences	Budget Reference	4000 materiales/conferences	Budget Reference	4000 materiales/conferences

## Goal 5 Action 3

<b>Multi-Tiered System of Supports Description:</b> 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	ACTUAL
Plan, design, and implement clear, comprehensive technology PD for teachers. Teacher led and tiered based on the prior knowledge of participants.	

## Expenditures

## 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   x Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged
<ul style="list-style-type: none"> <li>Plan, design, and implement clear, comprehensive technology PD for teachers. Teacher led and tiered based on the prior knowledge of participants.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design, and implement clear, comprehensive technology PD for teachers. Teacher led and tiered based on the prior knowledge of participants.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, design, and implement clear, comprehensive technology PD for teachers. Teacher led and tiered based on the prior knowledge of participants.</li> </ul>

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>\$2,000 for PD prep for TTF @ \$250 per day stipend or \$175 per day sub cost</p> <p><b>Source</b></p> <p>Supp., Block, ROP</p> <p><b>Budget Reference</b></p> <p>1000 certificated, 3000 benefits</p>	<p><b>Amount</b></p> <p>\$2,000 for PD prep for TTF @ \$250 per day stipend or \$175 per day sub cost (estimated)</p> <p><b>Source</b></p> <p>Supp., Block, ROP</p> <p><b>Budget Reference</b></p> <p>1000 certificated, 3000 benefits</p>	<p><b>Amount</b></p> <p>\$2,000 for PD prep for TTF @ \$250 per day stipend or \$175 per day sub cost (estimated)</p> <p><b>Source</b></p> <p>Supp., Block, ROP</p> <p><b>Budget Reference</b></p> <p>1000 certificated, 3000 benefits</p>

## 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. Francis Rojas	MHS Principal	<a href="mailto:frojas@musd.org">frojas@musd.org</a>	May 29, 2018
2. LeighAnn McCready	MHS Teacher	<a href="mailto:lmccrea@musd.org">lmccrea@musd.org</a>	May 29, 2018
3. Andrea Hutchison	MHS Teacher	<a href="mailto:ahutchis@musd.org">ahutchis@musd.org</a>	May 29, 2018
4. Kaila Schwatz	MHS Teacher	<a href="mailto:kschwartz@musd.org">kschwartz@musd.org</a>	May 29, 2018
5. Dena Chavez	MHS Teacher	<a href="mailto:dchavez@musd.org">dchavez@musd.org</a>	May 29, 2018
6. Norma Morales	MHS Classified	<a href="mailto:nmorales@musd.org">nmorales@musd.org</a>	May 29, 2018
7. Tushar Pandya	SSC President	<a href="mailto:tusharpandyaus@yahoo.org">tusharpandyaus@yahoo.org</a>	May 29, 2018
8. Jennifer Kim-Rankin	SSC Parent	<a href="mailto:rkrankin@yahoo.com">rkrankin@yahoo.com</a>	May 29, 2018
9. Barry Or	SSC Parent	<a href="mailto:orbarry@yahoo.com">orbarry@yahoo.com</a>	May 29, 2018
10. Angie Leones	SSC Parent	<a href="mailto:acleones1@gmail.com">acleones1@gmail.com</a>	May 29, 2018
11. Jinhu Song	SSC Parent	<a href="mailto:jinhu@stanford.edu">jinhu@stanford.edu</a>	May 29, 2018
12. Anvi Brahmbhatt	MHS Student		May 29, 2018
13. Catherine Yang	MHS Student		May 29, 2018

### 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	2

## 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:



\_\_\_\_\_  
Francis Rojas

\_\_\_\_\_  
June 5, 2018

Typed name of School Principal

Signature of School Principal

Date

\_\_\_\_\_  
Tushar Pandya

\_\_\_\_\_  
June 5, 2018

Typed name of SSC Official

Signature of SSC Official

Date