

Single Plan for Student Achievement

RJ Fisher Middle School
2018 - 2019



Los Gatos Union School District

Template prepared by: California Department of Education

Part II: The Single Plan for Student Achievement Template

School: RJ Fisher Middle School

District: Los Gatos Union School District

County-District School (CDS) Code: 4369526

Principal: Lisa Fraser

Date of this revision: 5/23/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board will approve this revision of the SPSA on 6/11/18.



Table of Contents

II. Template for the Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance

Form A: Conditions for Learning: State Priority #2 and #4 Implementation of State Standards Pupil Achievement	1
Form A: Conditions for Learning: State Priority #7 Course Access	6
Form A: Pupil Outcomes: State Priority #4 Pupil Achievement	8
Form A: Conditions for Learning: State Priority #1 Basic Services	9
Form A: Engagement: State Priority #3 Parent Involvement	10
Form A: Engagement: State Priority #5 and #6 Pupil Engagement School Climate	11
Form B: Centralized Services for Planned Improvements in Student Performance	14
Form C: Programs Included in This Plan	15
Form D: School Site Council Membership	17
Form E: Recommendations and Assurances	19
Form G: Single Plan for Student Achievement Annual Evaluation	20

Form A: Planned Improvements in Student Performance

The School Site Council has reviewed the eight priority areas of the state Local Control Accountability Plan (LCAP), the elements of the Los Gatos Union School District proposed LCAP and the suggested data for each of the eight priority areas. As a result, it has adopted the following school goals, related actions, and expenditures to establish Academic Lead Descriptors (ALD) and local assessment results for all students and to demonstrate progress in each of the additional priority areas:

CONDITIONS FOR LEARNING and PUPIL OUTCOMES

State Priority #4: Pupil Achievement

State Priority #2: Implementation of State Standards

Goal: All students in all academic content areas will demonstrate upward mobility in student achievement, as measured by local and state assessments.

What data will you use to monitor this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Achievement Level Descriptors (ALD) trend data from 2016-2017 SBAC administration.</p>	<p>Overall ELA SBAC data from spring 16-17 results revealed the following:</p> <p>ELA All Claims – Students meeting or exceeding ELA standards decreased from 82% to 80%. Students exceeded overall district, county and state results.</p> <p>ELA Writing Claim – Students near or above ELA writing standards decreased from 93% to 91%.</p> <p>ELA Research/Inquiry Claim - Students near or above these standards decreased from 95% to 94%.</p> <p>ELA Other Claims – Students near or above ELA reading/listening/speaking standards maintained at 90% and 96% respectively.</p> <p>Summary: All areas maintained growth within a 3% margin. All mean scale scores showed growth among all cohorts studied.</p>	<p>All grade level teams school-wide meet for the purpose of evaluating student progress based upon baseline SBAC data results. Using a standardized <i>Assessment Review Protocol</i>, teams reviewed results using the following essential questions:</p> <p><i>As you reviewed your results, what specific data showed “good news?” To what do you attribute the improvement?</i></p> <p><i>What will you need to do to sustain these results?</i></p> <p><i>Which of your students are not making appropriate progress?</i></p> <p><i>Which students need additional support? How will this support be provided?</i></p>

When analyzed by Achievement Level Descriptors, SBAC data revealed the following:

2016-17 SBAC results showed strong performance in all ELA claim areas. However, writing was the claim area with the least amount of gains. Given this data, we selected writing standard 5 as a target area because it focuses on revising, editing, and rewriting to support students' incremental growth in writing skills.

Overall Math SBAC data from spring 16-17 results revealed the following:

Students meeting or exceeding math standards maintained growth at 78% from 15-16. Students exceeded overall district, county and state results.

When analyzed by Achievement Level Descriptors, SBAC data revealed the following:

89% of all students met or nearly met standard in *Concepts and Procedures* representing a 1% increase; 91% of all students met or nearly met standard in *Problem Solving/Modeling and Data Analysis* representing a 1% decrease; and 91% of all students met or nearly met standard in *Communicating Reasoning*, representing a 3% decrease. Based upon an analysis of all claim areas, the department will shift focus from Claim #1 (Concepts and Procedures) to Claim #2 (Problem-Solving) for 17-18.

Summary: All areas maintained growth within a 3% margin. Mean scale scores showed growth among all cohorts studied.

In addition, all department teams school-wide reviewed SBAC results, identified a focus within the ELA or mathematics claim area(s), identified target area(s) within that claim, identified agreed upon strategies for supporting upward mobility within the targeted area, and identified targeted intervention strategies for students scoring below standard.

STRATEGY: Based upon an analysis of 2016-2017 SBAC data and CA State Fitness Gram reports, all content areas school-wide identified focus area(s), corresponding target areas, and strategies aligned with each.

Action	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
<p>ELA Focus Area:</p> <p><i>ELA/Literacy Claim #2</i> Students can produce effective writing for a range of purposes and audiences.</p>	<p>ELA grade level teams</p>	<p>ELA Target Areas: CCSS.ELA-Literacy.W.6.5 (6th grade) CCSS.ELA-Literacy.W.7.5 (7th grade) CCSS.ELA-Literacy.W.8.5 (8th grade)</p> <p>With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <i>focusing on how well purpose and audience have been addressed</i>. Anecdotal evidence suggests that students at Fisher struggle with revising and editing their writing independently. Common Core Capacities of a Literate Individual (CLI) #1 states that students will demonstrate independence. Teachers need to support students in becoming “self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.”</p>	<p>General Fund District Curriculum Budget Home and School Club Directed Donation (HSC)</p>
<p>Math Focus Area:</p> <p>Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</p>	<p>Mathematics grade level teams</p>	<p>Math Target Area: 6.RP.A, 6.NS.A, 6.NS.C, 6.EE.A, 6.EE.B, 6.EE.C, 6.G.A, 7.RP, 7.NS, 7.EE, 7.G 8.NS.A.1, 8.EE.B.5, 8.EE.A.3, 8.EE.C.7.B, 8.EE.7, 8.F.A.2, 8.F.B.4, 8.F.B.5, 8.G.A.5, 8.SP.A1-3</p> <p>The math department has noted that the 2017 SBAC results show that our current students have entered the 2017-2018 school year with the greatest need for improvement in <i>Claim #2 Problem Solving</i>: <i>Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.</i></p>	<p>General Fund District Curriculum Budget Home and School Club</p>

<p>Students will demonstrate upward mobility in each of the four Healthy Fitness zones.</p> <p>Students can employ effective speaking and listening skills for a range of audiences and purposes.</p> <p>Students will demonstrate growth in research and presentation skills.</p> <p>Students can produce effective writing for a range of purposes and audiences.</p> <p>Provide differentiated instruction to meet the needs of all students.</p> <p>Provide Tier 1 directed support through English and math intervention program.</p> <p>Provide Tier 2 Guided Study support for students requiring additional assistance.</p>	<p>Classroom Teachers Administration SPED staff</p> <p>Administration Classroom Teachers</p> <p>Administration Counseling/SPED</p>	<p>(PE) Students will gain knowledge of the Fitness gram healthy zones and will be encourage to demonstrate upward mobility in all four zones, per individualized student goal setting/portfolios.</p> <p>(Music) Students will be asked to analyze, interpret, and use information delivered orally through guest instructors and/or recorded adjudicators.</p> <p>(Dance) Presenting and researching.</p> <p>World Language/Art Target Area: ELA-Literacy Claim #2</p> <p>(World Language) Students will be asked to demonstrate their ability to write brief texts in target language with a focus on successful use of making a claim, providing evidence, and explaining the reasoning for how the evidence supports the claim.</p> <p>(Art) Students will define and identify content specific vocabulary with a focus on practicing creating spheres using value, such that they can distinguish between shape and form.</p> <p>Identify and incorporate opportunities for enrichment and/or extension opportunities within and beyond the classroom in all content areas.</p> <p>Identify and incorporate opportunities for increased course access and early classroom intervention. Conduct flex-time tutorials in English/math. Identify and refer eligible students quarterly.</p> <p>Facilitate Child Assistance Team meetings, as needed.</p> <p>Provide individualized student supports and individual student intervention per SPED team.</p>	<p>General Fund LGUSD art allocation Music Boosters Directed donation (HSC) Home and School Club LGEF</p> <p>General Fund Home and School Club</p>
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<p>Provide early transition support through Summer Success Academy. (July 2018)</p> <p>Integrate the use of technology to enhance digital literacy, student engagement, and effective instruction for student learning.</p>	<p>Administration Counseling/SPED Summer Academy staff</p> <p>Administration Teacher Leaders Classroom Teachers IT Department</p>	<p>Identify and refer eligible students. (June 2018) Conduct transition meetings with all LGUSD 5th grade teachers to identify potential candidates. (May 2018) Send participation invitations to all eligible students. (May 2018) Monitor quarterly progress of all SSA participants. (2018-2019)</p> <p>Implement key elements of site technology plan in alignment with adopted Tech MOU and Education Technology Plan (ETP).</p> <p>Implement and effectively deploy the final phase of the Fisher DLI rollout to 8th grade. Redesign Jumpstart Summer Program.</p> <p>Provide multiple ways for all staff to complete level-one Google Education training to support the Fisher Digital Learning Initiative with extended opportunities for additional training.</p>	<p>General Fund Home and School Club</p> <p>Home and School Club</p> <p>General Fund District Technology Funds Home and School Club</p>
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Form A: Planned Improvements in Student Performance

CONDITIONS FOR LEARNING

State Priority #7: Course Access

Goal: All students will have equal access to enrollment in a full course of studies.

<p>What data will you use to monitor this goal?</p> <p>Course enrollment rates</p>	<p>What were the findings from the analysis of this data?</p> <p>All qualified students and those requesting reconsideration of placement were reviewed and appropriately placed.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Annual review of enrollment rates and placement practices.</p>
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STRATEGY: Design schedules and placement practices that allow for equitable course access for all sub-groups of students.

Action	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
<p>Review and refine grade level math placement pathways and placement criteria, as appropriate.</p> <p>Articulate with Los Gatos High School to align course sequence maps for all content areas, with particular focus on pre-requisite class requirements.</p> <p>Articulate with LGUSD K-5 staff to ensure vertical alignment within academic content areas, as appropriate.</p> <p>Collaborate with special education staff, ELL staff and other significant sub-groups when placing students in course of study.</p> <p>Review and revise elective/PE offerings to ensure equitable access.</p> <p>Explore opportunities for expanding student access to STEAM programs and activities.</p>	<p>Principal Mathematics staff</p> <p>Principal District C and I Department Chairs Teacher Leaders</p> <p>Principal District C and I Department Chairs Teacher Leaders</p> <p>Principal Guidance Counselors SPED staff ELL Coordinator</p> <p>Principal Leadership Council PE/Elective staff</p> <p>Administration Classroom Teachers</p>	<p>Conduct review of current math placements and placement processes, continue to align with 5th grade SBRC, and refine for spring, as appropriate. (September 2018)</p> <p>Conduct Math Information Night for parents (April 2019)</p> <p>Schedule department articulation meetings with LGHS administration and/or staff.</p> <p>Schedule department articulation meetings with elementary administration and/or staff, as possible.</p> <p>Conduct meetings with appropriate staff to determine unique student needs and plan placements accordingly. (April 2018)</p> <p>Establish detailed timelines and protocols for school-wide master scheduling with input from key stakeholders. (February 2019)</p> <p>Examine protocols for communicating elective selection process for students/parents, and for maintaining equity in placement practices.</p> <p>Continue to provide STEAM opportunities for students in collaboration with staff and parent volunteers. Ex. 3D printing, coding, digital art, video production, etc.</p> <p>Continue to develop and integrate STEAM opportunities within science, electives, and other content areas, as appropriate.</p>	<p>General Fund</p>

Form A: Planned Improvements in Student Performance

PUPIL OUTCOMES

State Priority #4: Pupil Achievement

Goal: All English learner students will increase proficiency levels, as measured by local and state assessments.

<p>What data will you use to monitor this goal? Improved CELDT scores Reclassification rates</p>	<p>What were the findings from the analysis of this data? Of the total ELL student population 28 students) 21 were newly tested at Fisher this year, and 7 are returning students. All returning students demonstrated improved CELDT scores from 15/16. 86% improved at least one CELDT level, and 6 of the 28 students from this year will be reclassified.</p>	<p>How will the school evaluate the progress of this goal? Annual review of assessment data with staff, district and school site council.</p>
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STRATEGY: Provide a high quality ELD program with targeted intervention for all identified English learners.

Action	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
<p>Provide classroom support for EL students in alignment with both CCSS and California ELD standards, as designated by student English language levels.</p>	<p>EL specialist Classroom Teachers</p>	<p>Organize bridging/transition activities for EL students entering or exiting Fisher.</p> <p>Align ELD support strategies with CCSS.ELA-Literacy focus areas and targets with modifications where appropriate. Noted: ELA/Literacy Claim #1 Provide additional instructional support tools and materials, as indicated.</p> <p>Integrate the use of technology, where appropriate.</p> <p>Provide targeted flex-time tutorial support for identified EL students.</p>	<p>General Fund Title II – District Funds Home and School Club</p>

Form A: Planned Improvements in Student Performance

CONDITIONS FOR LEARNING

State Priority #1: Basic Services

Goal: All teachers will be NCLB compliant as highly qualified, with additional expertise in the use of technology, Project Cornerstone, Professional Learning Community principles, and curriculum, instruction and assessment.

<p>What data did you use to monitor this goal? Assignment monitoring data. The data collected for the SARC and LEA plan</p>	<p>What were the findings from the analysis of this data? All teachers meet the NCLB requirements to be designated as Highly Qualified.</p>	<p>How will the school evaluate the progress of this goal? Teachers feedback and participation rates in quality staff development Classroom observations</p>
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STRATEGY: Provide meaningful staff development activities and leadership opportunities aligned with school and district goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Revise Leadership Council roles and responsibilities to reflect CIA Task Force agreements. Provide staff training, as aligned with school plan:</p> <p>Team trainings and meetings to review, revise and align curriculum, review instructional strategies & analyze student performance results.</p> <p>Training to build shared knowledge around key strategic initiatives. STEM and technology</p>	<p>Principal Leadership Council School staff</p> <p>Principal Department Chairs Teacher Leaders District Coordinators</p>	<p>Work with Leadership Council to support CIA Task Force goals, objectives, and district initiatives/scope of work to include:</p> <ul style="list-style-type: none"> Standards-based grading practices Implementation of NGSS History-Social Science Framework Building Leadership Capacity ELA textbook pilot/adoption K-8 Articulation <p>Pursue and coordinate training opportunities in collaboration with teachers, curriculum coordinator and technology coordinator.</p>	<p>General Fund Home and School Club</p> <p>General Fund District Curriculum Budget</p>

<p>integration training.</p> <p>Training programs required by LGUSD Board Policy, such as health and safety, emergency response, etc.</p>		<p>Focus Areas for all staff in 2018-2019:</p> <ul style="list-style-type: none"> • Content-specific training(s): NGSS, History Framework, Writers Workshop, standards-based grading practices, etc. • Technology Integration: Google Education and Chromebook implementation training • Developmental asset model - Cornerstone • Differentiated Instruction: Classroom Strategies • Systems and protocols for effective analysis of student achievement data to inform instruction • Student Engagement: Classroom Strategies 	
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Form A: Planned Improvements in Student Engagement

ENGAGEMENT

State Priority #3: Parent Involvement
Goal: Actively engage parents and other stakeholders in the development, review and implementation of the LCAP state priorities.

<p>What data will you use to monitor this goal? Stakeholder feedback Meeting minutes/agendas</p>	<p>What were the findings from the analysis of this data? School Advisory Council feedback was used to inform both district and site level LCAP priorities.</p> <p>Approx. 13% of 1157 families participated in at least one volunteer event our activity through the Fisher PEP Club (Purposefully Engaged Parents). We plan to look at alternative ways of encouraging parent engagement, as the monitoring system proved problematic for all events.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Annual review of data with staff and school advisory council representatives</p>
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STRATEGY: Foster opportunities for meaningful parent involvement in school decision-making, events and activities.

Action	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
<p>Sustain and refine current parental involvement initiatives and expand to include specific LCAP priorities, including but not limited to special needs sub-groups.</p> <p>Re-examine communication strategies to determine the most effective and efficient ways of keeping parents informed of activities and student progress.</p>	<p>Principal School Advisory Council Home and School Club</p> <p>Principal/Staff School Advisory Council Home and School Club</p>	<p>Conduct effective monthly SAC meetings that model and support a shared decision-making approach and incorporate LCAP priorities.</p> <p>Support and encourage broad-based parent volunteer opportunities and solicit parent representation on school/district committees.</p> <p>Continue to refine methods of home-school communication to facilitate the following:</p> <ul style="list-style-type: none"> • Consistency in student progress reporting • Earlier notification of events, important dates, etc. • Up-to-date calendars and websites • Volunteer opportunities <p>Continue to provide parent education workshops and/or Principal's Chats based upon expressed needs within the parent community.</p> <p>Provide meaningful parent/student orientation programs.</p> <p>Provide student incentive programs/social events that encourage family participation.</p> <p>Continue to provide New Parent outreach programs for parents new to the Fisher school community.</p>	<p>General Fund Home and School Club</p>

Form A: Planned Improvements in Student Performance

ENGAGEMENT

State Priority #5: Pupil Engagement

State Priority #6: School Climate

Goal: All students will be educated in a safe, orderly and developmentally responsive learning environment.

<p>What data will you use to monitor this goal? Log of student activities and corresponding participation rates through 5-STAR program.</p> <p>Search Institute survey results</p>	<p>What were the findings from the analysis of this data? 5-STAR data showed student engagement rates of 82% of 6th graders, 52% of 7th graders, and 38% of 8th graders scanned for at least one activity. Overall = 57% participation. Search Institute data revealed stable outcomes in many asset areas over time, with opportunities for continuous improvement, and successes. Caring school climate dipped from 2011, but still remains 9% above 2005 levels. Parent involvement in schooling decreased 17% from 2011. Learning engagement dipped, but appears to be an anomaly based upon the survey questions. We made strong gains in equality and social justice (10% from 2005). Several decreases in the Positive Identity Assets categories appear noteworthy.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Annual review of assessment data with staff, district and school site council.</p>
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STRATEGY: Foster student/staff attainment of the developmental assets (Project Cornerstone) in partnership with parents, students and other community partners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Sustain, refine, and expand activities designed to foster developmental assets:</p> <p>Parent and staff training in asset model.</p> <p>Research strategies for increased awareness of the impacts of social media on student safety and wellbeing.</p>	<p>School staff Administration Parents Student Leadership Community partners</p>	<p>Review asset areas routinely and align strategies to leverage progress, as appropriate.</p> <p>Review pre-post LCAP survey results and strategies.</p> <p>Continue to refine the 5-STAR software system for tracking student engagement rates.</p> <p>Continue to support TIP training for parents K-8</p> <p>Continue to support Jump Start program in alignment with our Digital Learning Initiative.</p>	<p>General Fund Home and School Club LGEF Grants ASB Funds</p>

<p>Provide student leadership and governance opportunities through Camp Trojan and ASB.</p> <p>Provide intramurals, student clubs, and extracurricular activities in collaboration with community partners.</p> <p>Work collaboratively with parents and staff to review and redesign site safety plan.</p> <p>Design comprehensive school-based counseling support plan.</p> <p>Maintain safe facilities and safety procedures and protocols.</p>		<p>Design and implement a new Homeroom and Welcome Back Day for school opening. (August 2018)</p> <p>Sustain current intramural program with existing Fisher staff, if possible. Sustain and expand club offerings based upon student interest.</p> <p>Support Safe Routes to Schools Initiative activities and programs, as appropriate.</p> <p>Conduct focus groups within SAC structure to solicit parent/community feedback on elements of site level safety plans, including any new information gleaned from Threat Assessment workshop(s).</p> <p>Revise student behavior plan to further encourage an asset-based student behavior management approach school-wide.</p> <p>Align CASSY and school-based counseling roles and responsibilities to ensure an effective and efficient service model for students, parents and staff.</p> <p>Conduct monthly emergency drills and routine facilities inspections.</p>	
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Direct Support of EI students	8/18-6/19	Salaries & benefits, Instructional Materials,	\$78,400	LCCF
Professional Development in the area of English Language Arts and Science (NGSS)	8/18-6/19	Consultants, sub release time, teacher leaders	\$39,000	Title II
Assist immigrant students to achieve grade level standards	8/18-6/19	Salaries of staff and instructional materials	\$16,000	Title III
ELA staff development and Science (NGSS)	8/18-6/19	Substitute time	\$16,100	LCFF

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$NA
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$NA
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$NA
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$NA
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$NA
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$NA
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$NA
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$NA
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$NA
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$NA
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$NA
Total amount of state categorical funds allocated to this school	\$NA

Federal Programs		Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$TBD
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		Pending
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		Pending
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		Pending
Total amount of state and federal categorical funds allocated to this school		Pending

Projections only. To be amended in August, 2018.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lisa Mitchell (Physical Education)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brooke Binkley (English)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pending (History)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenny Anderson (Electives)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michael Lubbes (Mathematics)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pending (SPED)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clare Vickers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pending (Science)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Bandy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elisabeth Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patty Charles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anne Marie de Cesare, Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connie Dudum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hoda Hakimi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gigi Harrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Damir Herman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

³ EC Section 52852

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Deborah Johnson, President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elena Lasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tony Leto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Suzanne Nestor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heather Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New members TBS – August 2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Advisory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	7	1	15	1

Form E: 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 **(Check those that apply):**

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee CA _____ Signature
- Special Education Advisory Committee Amulliken _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature
Home and School Club

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: 5/18/16.

Attested:

Lisa Fraser

Typed name of School Principal

Lisa Fraser
Signature of School Principal

6/6/18

Date

Erica Mittelhauser

Typed name of SSC Chairperson

Emittel
Signature of SSC Chairperson

6/6/18

Date

Form G: Single Plan for Student Achievement Annual Evaluation (New)

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

School Plan Goals Update from 2017-2018:

All actions and tasks related to State Priority #2 and #4 below were accomplished, with the exception of a few staff members still needing to complete the Google certification program. Those remaining plan to complete this during the summer. Data to support upward mobility in specific content areas will be available in August 2018.

CONDITIONS FOR LEARNING and PUPIL OUTCOMES

State Priority #4: Pupil Achievement

State Priority #2: Implementation of State Standards

Goal: All students in all academic content areas will demonstrate upward mobility in student achievement, as measured by local and state assessments.

ELA/Literacy Claim #2

- Students can produce effective writing for a range of purposes and audiences

Math Focus Area:

- Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

History Focus Area:

- **ELA/Literacy Claim #2 (6/7)** Students can produce effective writing for a range of purposes and audiences.
 - **ELA/Literacy Claim #1 (8)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
-

Science Focus Area:

- Constructing meaning through vertical alignment of NGSS Cross-cutting Concepts and CER (Claim, Evidence, and Reasoning) framework.

Physical Education and Electives Focus Area:

- Students will demonstrate upward mobility in each of the four Healthy Fitness zones. (Physical Education)
- Students can employ effective speaking and listening skills for a range of audiences and purposes. (Music)
- Students will demonstrate growth in research and presentation skills. (Dance)
- Students can produce effective writing for a range of purposes and audiences. (Art and World Languages)

Pyramid of Interventions

- Provide differentiated instruction to meet the needs of all students.
- Provide Tier 1 directed support through English and math intervention program.
- Provide Tier 2 Guided Study support for students requiring additional assistance.
- Provide early transition support through Summer Success Academy.

Integration of Technology

- Integrate the use of technology to enhance digital literacy, student engagement, and effective instruction for student learning.

All actions and tasks related to State Priority #7, #4 and #1 below were accomplished. The LGUSD K-5 articulation was in mathematics only, focused on the realignment of math placement practices due to the new standards-based report cards. We also met with LGHS to learn about new pathways revisions in their course of study. Based upon our expansion of STEAM offerings this year, student interest has grown and we have added a section for next year.

CONDITIONS FOR LEARNING

State Priority #7: Course Access

Goal: All students will have equal access to enrollment in a full course of studies.

- Review and refine grade level math placement pathways and placement criteria, as appropriate.
 - Articulate with Los Gatos High School to align course sequence maps for all content areas, with particular focus on pre-requisite class requirements.
 - Articulate with LGUSD K-5 staff to ensure vertical alignment within academic content areas, as appropriate.
 - Collaborate with special education staff, ELL staff and other significant sub-groups when placing students in course of study.
 - Review and revise elective/PE offerings to ensure equitable access.
 - Explore opportunities for expanding student access to STEAM programs and activities.
-

PUPIL OUTCOMES

State Priority #4: Pupil Achievement

Goal: All English learner students will increase proficiency levels, as measured by local and state assessments.

- Provide classroom support for EL students in alignment with both CCSS and California ELD standards, as designated by student English language levels.

CONDITIONS FOR LEARNING

State Priority #1: Basic Services

Goal: All teachers will be NCLB compliant as highly qualified, with additional expertise in the use of technology, Project Cornerstone, Professional Learning Community principles, and curriculum, instruction and assessment.

Revise Leadership Council roles and responsibilities to reflect CIA Task Force agreements.

Provide staff training, as aligned with school plan:

- Team trainings and meetings to review, revise and align curriculum, review instructional strategies & analyze student performance results.
- Training to build shared knowledge around key strategic initiatives.
- STEM and technology integration training.
- Training programs required by LGUSD Board Policy, such as health and safety, emergency response, etc.

All actions and tasks related to State Priority #3, #5 and #6 below were accomplished. We worked directly with our School Advisory Council to coordinate the use of Google classroom and Edlio websites such that parents can more easily access student progress information. I modeled and facilitated numerous staff activities to gauge teacher job satisfaction using the developmental asset model. We expanded our student leadership program to include a formal student council, and our advisors did an action research project on engaging 8th grade students in school spirit activities. We actively promoted the importance of student counseling services throughout the year in multiple venues; Board showcase, LGEF newsletter, School Advisory Council presentation, Principal's Chat, etc. with the goal of expanding services should funding become available. With recent safety concerns nationwide, we spent time with parents discussing strategies for future improvements relative to threat assessment, campus safety, and other emergency protocols.

ENGAGEMENT

State Priority #3: Parent Involvement

Goal: Actively engage parents and other stakeholders in the development, review and implementation of the LCAP state priorities.

- Sustain and refine current parental involvement initiatives and expand to include specific LCAP priorities, including but not limited to special needs sub-groups.
 - Re-examine communication strategies to determine the most effective and efficient ways of keeping parents informed of activities and student progress.
-

ENGAGEMENT

State Priority #5: Pupil Engagement

State Priority #6: School Climate

Goal: All students will be educated in a safe, orderly and developmentally responsive learning environment.

Sustain, refine, and expand activities designed to foster developmental assets:

- Parent and staff training in asset model.
 - Utilize the asset framework with staff to research and analyze teacher job satisfaction.
 - Research strategies for increased awareness of the impacts of social media on student safety and wellbeing.
 - Provide student leadership and governance opportunities through Camp Trojan and Student Council
 - Provide intramurals, student clubs, and extracurricular activities in collaboration with community partners.
 - Work collaboratively with parents and staff to review and redesign site safety plan.
 - Design comprehensive school-based counseling support plan.
 - Maintain safe facilities and safety procedures and protocols.
-