

The Single Plan for Student Achievement

School: Sunny Hills High School
CDS Code: 30665146028195
District: Fullerton Joint Union High School District (FJUHSD)
Principal: Allen Whitten
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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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School Vision and Mission

Sunny Hills High School's Vision and Mission Statements

Vision and Core Values:

The most important thing happening every day at SHHS takes place in the classroom between the teacher and the student. The top priority of our administrative team is supporting student learning. This is accomplished by insisting upon and supporting great teaching while serving those who engage and activate learning for our students daily.

Positive and trusting relationships within our SHHS administrative team, faculty/staff, students, parents, and community are foundational to student success. The SHHS administrative team will continue to make extraordinary efforts to grow and maintain exceptional relationships with all stakeholders.

Kids learn from those they love. In our pursuit to provide a “world-class education for every student, every day,” the SHHS administrative team will set clear expectations and model what it means to develop meaningful, professional relationships with the understanding that “no significant learning takes place without a significant relationship.” This applies to students and adults alike.

Our greatest asset is our foundation of incredibly talented professional educators who make up the Lancer Family. The SHHS administrative team is committed to creating an environment that cultivates, challenges, and inspires great instruction by appealing to the highest sense of creative spirit in professionals.

Mission Statement:

We believe in the potential of all students to pursue knowledge, create and innovate, and build community. Our programs and practices promote relevant, world-class educational and growth experiences individualized to student's post-high school goals.

School Profile

Sunny Hills High School (SHHS) is a neighborhood school with a global vision and has continued to thrive as a leader in educational excellence since opening in 1959. The school community seeks to meet students' individual needs while providing the opportunity and guidance for growth and preparation for future challenges. For the 2018/19 school year, SHHS is serving a diverse group of young learners comprised of the following demographics: Asian (38%), Hispanic or Latino (33%), White (17%), Filipino/Hawaiian/Other Pacific Islander (5%), with Multi-racial, Black/African-American, and American Indian/Alaskan Natives completing the remaining 8 percent. Included in this diverse group of learners, SHHS serves an English Learner (EL) population of 5%, a Students with Disabilities (SWD) population of 8%, and a Low-Income/Foster Youth population of 20%. SHHS has a long history of strong academic performance, and in the last several years, the school community has supported the development of specialized programs with various completion pathways which have increased opportunities for greater student choice while achieving academic success.

SHHS has forged a remarkable reputation for providing students academically rigorous curricula to successfully prepare them for college and 21st century careers. SHHS is one of seven high schools in the Fullerton Joint Union High School District (FJUUSD) and located in North Orange County in an affluent multi-ethnic community. SHHS, a National Blue Ribbon and a California Distinguished School, is fully accredited by the Western Association of Schools and Colleges (WASC). Current enrollment is approximately 2,310 students of which 563 are seniors. The 2019 senior class includes 8 National Merit Semi-finalists. Last year's, 2018 graduating class included: 13 IB Diploma recipients, two National Merit Scholarship Competition Finalists and one Semifinalists, 16 National Merit Commended students, eight National Hispanic Recognition students, and 138 Recipients of the California State Seal of Biliteracy. SHHS is a member of the National Association of College Admission Counselors (NACAC) and complies with the NACAC Statement of Principles of Good Practice.

SHHS attracts students from four feeder elementary school districts. Additionally, SHHS attracts hundreds of nonresident students from within and outside the District (La Habra City, Lowell Joint, Anaheim UHSD, Placentia-Yorba Linda, Norwalk-La Mirada, and various private schools including Carden Academy) due to programs such as Advanced Placement (AP), International Baccalaureate (IB), Conservatory of the Fine Arts (COFA), Engineering Pathways to Innovation and Change (EPIC), Agriculture Science Academy, Regional Occupational Program (ROP), and Advancement Via Individual Determination (AVID).

Advanced Placement (AP) courses offered at SHHS for 2018/19 are: American Government, Art History, Biology, Calculus,

Chemistry, Chinese, Computer Science A, Computer Science Principles, English Language and Composition, English Literature and Composition, Environmental Science, European History, German, Human Geography, Macro Economics, Physics, Psychology, Spanish, Statistics, Studio Art, and U.S. History. In 2018, 786 (35%) students took 1,773 exams. Passing scores of three (3) or higher were earned on 1,143 (64%) of the tests. In addition, 128 students were recognized as AP Scholars, 56 as AP Scholar with Honor, 88 as AP Scholar with Distinction, and 12 students received the high honor of National AP Scholar.

SHHS was granted full affiliation in 1985 by the International Baccalaureate Organization. In 2018, 52 students took 181 subject entries. Passing scores of four (4) or above were earned on 86% of the tests. In 2018, 13 of the 20 eligible senior candidates were granted International Baccalaureate diplomas. Students may take higher level exams in Art, Economics, English, Theater, Physics, German, Spanish, Korean, and History of the Americas. Standard level exams may be taken by students in Biology, Physics, Design Technology, Spanish, German, Korean, Chinese, Mathematics, History of the Americas and Art.

Prior to taking AP or IB Courses, students are enrolled in honors courses in the following subjects: English 1, English 2, Geometry, Algebra 2, Pre-calculus, Biology, Chemistry, World History, and Spanish 3.

In COFA students can explore the areas of visual arts, dance, music and/or theatre. Nine pathways are offered: Brass, Woodwind, and Percussion; Theatre; Orchestra; Vocal Music; Drawing and Painting; Art and Media; Dance; 3-D Design; and Interdisciplinary. Students can earn a COFA Laureate for 3 years of study or a COFA Laureate with Distinction for 4 years of study and participation in 3 COFA sponsored events per year outside of their courses. All courses meet the UC/CSU "Visual/Performing Art" requirement. We have 640 COFA members and in 2018, 73 earned the Laureate or Laureate with Distinction Award.

EPIC encompasses a variety of opportunities for students to vastly explore the field of engineering. Aligned with the AP, IB, and College Preparedness curriculum, the EPIC Engineering Program provides pathways for students who satisfy the program entry requirements. Through this model, students will be exposed to design-build competitions, engineering summer programs, industry internships and local/national engineering projects within the Engineering and Technology Building in addition to their current high school curriculum and the core engineering classes. At the conclusion of the program, students will have received a one-of-a-kind educational experience leading to future successes within the disciplines of engineering. Advanced courses in this program are aligned with California State Polytechnic University, Pomona, California State University, Fullerton, California Baptist University, Riverside and Fullerton College, Fullerton for 10 units of college engineering credit.

The Agriculture Science Academy is designed to prepare students for post-secondary education and/or careers in the field of Agriculture which include, but are not limited to Animal Sciences, Veterinary Science, Plant Science, and Livestock Production. The Agriculture Science Academy is built around a three-ring model which includes Classroom Instruction, participation in the Future Farmers of America (FFA) Organization, and a Supervised Agriculture Experience (SAE). This design fosters a positive classroom environment to not only provide a modern and innovative curriculum but to prepare students to be active contributors within our community by preparing students to be public speakers, motivators, and leaders. Students have the opportunity to participate in various farming practices such as raising livestock, growing greenhouse plants, and even production farming by assisting in the planting, harvesting, and selling of produce grown right on the SHHS Farm. All courses meet either or both a high school science graduation requirement and UC/CSU "a - g" requirement. Courses offered are: Agriculture Earth Science, Agriculture Biology, Veterinary Science, Agricultural and Soil Chemistry, Agricultural Economics, Agricultural Government, The Art and History of Floral Design and Ornamental Horticulture. For 2018/19, the Agriculture Science Academy serves 354 students and continues to thrive.

The Northern Orange County Occupational Program (NOCROP) purpose is to conduct a comprehensive, quality instructional program that will prepare students for occupations that meet the current job market needs of the region and the needs and interests of the students. On campus, SHHS students participate in classes such as Engineering, Medical Careers, Sports Medicine, Traditional Photography, Video Production and Automotive Technology. Off campus, students enroll in a variety of courses including Finance Marketing/Banking, Health Careers Education, Graphic Arts, Culinary Arts, and Recreation/Amusement Occupations.

Advancement Via Individual Determination (AVID) is an academic preparation program for college/university-bound students. The program is designed to provide additional support for college preparatory/honors/AP students with a 2.5 or higher GPA to ensure they complete college/university requirements so they are eligible to apply to 4-year colleges and universities. The AVID program also promotes enrollment in honors/AP/IB courses as appropriate; 58% of the AVID student population is in an honors/AP/IB course. This academic elective is taken as part of the student's regular scheduled day from 9th through 12th grade. Currently, SHHS has 332 students in the AVID program. Of the AVID 2018 AVID 2018 graduating class, 98% were university "a - g" eligible and 85% of the graduating AVID seniors were accepted into a 4-year college/university (72% accepted into a University of California or California State University school and 28% accepted into a private or out-of-state school).

Senior Internship is a model School-to-Career program allowing senior students a hands-on experience and opportunity to complete an internship with a professional in the occupational field of the student's choice. Students participate in a week-long series of professional workplace seminars and then complete 150 internship hours with a professional mentor. The culminating event is the Senior Presentation based on the internship experience.

SHHS enjoys a campus culture that is ethnically and socioeconomically diverse, yet unified in the common goal of preparing students to engage meaningfully with the world around them. Students learn to interact and explore their interests, not only in an excellent academic climate but through a strong athletics program with 18 sports and 76 active student clubs and organizations. Moreover, it is common to see a healthy mix of social and ethnic groups interacting in quad games, club meetings, and study sessions in the school's library during non-instructional time.

SHHS benefits from strong parent and community support. Several parent volunteer and advisory associations such as School Site Council (SSC), Parent, Teacher, Student Association (PTSA), Sunny Hills Foundation for Education (SHFE), Korean Parent Organization (KPO), and numerous parent booster organizations help the school achieve its goals and invest in students' success. Local businesses, such as Raytheon, commonly host SHHS students for internships and educational events. Additionally, several COFA students compete in local art competitions and shows, consistently forging relationships with Fullerton College and CSU Fullerton to articulate curriculum and provide college-level opportunities to students.

A core value at SHHS is the importance of building positive relationships between students and teachers, and its impact on student learning. The classroom culture at SHHS fosters critical thinking and the development of the whole student. Teachers integrate technology and collaborative learning opportunities to build student engagement and a deeper understanding of curricular skills and concepts. Grades and student progress are communicated consistently to families through an online grade book, teacher websites, and recently Google Classroom to provide access to learning resources and information at home.

SHHS has a longstanding tradition of excellence in preparing students for college and has implemented program adjustments to address the changing demographics of the student body. Increasingly, college and career pathways have been developed for students to not only achieve but explore opportunities to apply the skills and knowledge necessary for success in a 21st Century workforce. More specifically, programs have been developed to address the growing need for citizens with skills in science, technology, engineering, arts, and mathematics. Out of a desire to help students meet this demand by gaining necessary skills and knowledge, the Sunny Hills High School Agriculture Science Academy, COFA as well EPIC continue to grow and thrive. These pathways also provide students unique opportunities to learn alongside pre-existing programs such as Advancement Via Individual Determination (AVID), the Senior Internship Program, Regional Occupational Program (ROP), Advanced Placement (AP) and International Baccalaureate (IB) courses. Administration, counselors, and staff members have maintained flexibility in scheduling by offering a broad range of zero and seventh period classes. This accommodation has allowed students the opportunity to further pursue their goals. There is a strong sense of investment among stakeholders and a desire to continually grow and change to meet the needs of students as they prepare for college and career.

The most notable asset that SHHS possesses is its student population. Academic performance is consistently impressive as data indicates significant achievement and growth across virtually all subgroups. Student engagement and willingness to learn in the classroom, as well as high levels of involvement in charitable and community-based organizations outside of the classroom, confirms that the SHHS student body is confident, responsible, and sensitive to the needs of a global society.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

SHHS continues to make progress in critical areas for growth and regularly relies on feedback from its stakeholders. In an effort to gather information for the Single Plan for Student Achievement as well as ongoing data for its upcoming WASC visitation,

SHHS has actively sought input in the form of stakeholder surveys and utilized data as appropriate to continually better the school. In spring 2018, stakeholders (96 staff members, 373 parents, and 1,665 students) responded to a Local Control Accountability Plan (LCAP) Survey that was generated by FJUHSD in collaboration with the District Advisory Committee (DAC). Additionally, SHHS students complete End-of-Course surveys upon completion of both semester and year-long classes, and an Exit Survey is completed by seniors at the end of each school year. Throughout the 2017/18 school year and again in 2018/19, surveys were administered to staff members to address professional development needs for both instruction and technology usage. The data gathered from teachers in Leadership Team, department collaboration, and informal means has initiated and/or accelerated professional learning in Common Core State Standards (CCSS) instructional strategies, Google Classroom, Aeries.net, and necessary training to keep AP/IB teachers up-to-date with all new curriculum. As a school site with incredible parent involvement, SHHS is able to gather ongoing input and feedback from stakeholders through meetings with PTSA, KPO, English Learner Advisory Committee (ELAC), SSC, and SHFE. Other valuable input and feedback are solicited from teachers, staff members, students, and community members/business partners as an ongoing effort to meet students' educational needs.

The common themes that arose from the consultation meetings impacted the formulation of the LCAP in several key areas:

- Hire and retain high-quality teachers and provide professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices, and use technology as both a learning and teaching tool. (State Priorities 1 and 2)
- Include restorative practices to the overall educational program and provide students with mental health, social/emotional support and/or interpersonal relational skills training in addition to traditional academic support according to how these conditions affect academic performance. (State Priorities 5 and 6)
- Increase students' opportunities by encouraging them to take Career Technical Education (CTE) courses and increase the "a - g" completion rate. Provide increased support for students attempting honors, AP and/or IB courses and training for teachers to better support struggling students in advanced courses. (State Priorities 7)
- Focus on critical thinking, college and career level writing, college and career level math skills, technology fluency, communication, and other practical 21st century skills students will need after high school. (State Priorities 4 and 8)
- Improve internal and external communication and break down language and cultural barriers to families of English Learner (EL) students with increased personal contact and through building relationships. (State Priorities 3 and 5)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school year and a summary of findings.

SHHS administrators have established a vision and core values with all faculty and staff members that places great emphasis on the learning benefits of positive relationships, clear expectations, and professionalism. Administrators meet with teachers annually to discuss goals and opportunities for professional learning prior to formal observations in the classroom. They formally evaluate teachers at least two times during the school year in accordance with the agreed upon FJUHSD/Fullerton Secondary Teachers Organization (FSTO) evaluation cycle and informally observe classrooms daily/weekly. When observing in classrooms, both formally and informally, administrators look for: high levels of student engagement, evidence of learning objectives that are aligned with the Common Core standards, checking for understanding, student-to-student communication, and learning opportunities that challenge students to transfer learning to deeper levels of knowledge and application. SHHS administrators also observe student/teacher relationships and the climate of the classroom environment to ensure that students feel comfortable asking questions when they struggle with concepts or skills, make mistakes by taking risks, and trust their teachers to guide them to skill and content mastery. These visits are documented through a shared Google form and the administration has detailed discussions about each observation in their weekly team meetings as well as through feedback shared from the data collected on the Google form.

The principal offers campus tours for parents, prospective students, and community members every Friday morning so they may preview the academic rigor that exists at SHHS and get a feel for the spirited campus culture. Teachers appreciate the visibility in the classrooms and the administration has been able to observe the best practices of SHHS teachers. It is evident that, due to heightened visibility, teachers and program leaders are very comfortable with the administration's presence in their classrooms and continue to extend invitations to observe specific lessons/activities/presentations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

During the 2018/19 school year, SHHS teachers and administration will continue to use all available assessment data (California Assessments of Student Performance Progress [CAASPP], California Science Test [CAST], PSAT/SAT, AP, IB, English Learner Proficiency Assessments for California [ELPAC], Physical Fitness Test, Nelson-Denny Reading Test, and iReady Diagnostics) to drive instruction and make adjustments when necessary to increase student success. Teachers and administration also work collaboratively in Curriculum Committees with other FJUHSD school sites to share best practices, determine scope and sequence, and plan professional development opportunities accordingly.

Departments and curriculum teams use assessment data (i.e. CAASPP, Early Assessment Program (EAP), Benchmark Assessments) to adjust and modify instruction. English and math departments look at the trend of Smarter Balanced Assessment Consortium (SBAC) test scores to provide students with targeted support in an effort to improve instruction from year to year. In order for all students to be college ready, this entails looking at instructional practices to ensure they can demonstrate content/skill mastery on standardized tests whether in College Prep or Honors/AP/IB classes.

English and math departments review proficiency test data to identify strengths and weaknesses of student performance and provide targeted interventions as appropriate. Specific interventions for math include academic readiness courses for Algebra 1 and Algebra 2 to bolster students math skills prior to taking the courses for credit during the school year. An academic readiness course in English was also offered to incoming freshmen whose skills indicated a need for remediation prior to taking English at the high school level. Student progress is also monitored in English using the Nelson-Denny during the freshmen year to guide instruction and ensure appropriate placement and again in the sophomore year to measure growth in reading levels from ninth to tenth grade. Beginning in 2017/18, freshmen students showing a large discrepancy in their reading scores are placed into a Read 180 intervention class to help boost their reading skills. For 2018/19, an additional Read 180 section was added to provide additional reading support as needed.

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

SHHS teachers create assessments to monitor student progress and inform instruction. They vary from formative and summative assessments that range in nature from essays to lab reports, tests and quizzes, as well as projects and presentations. Teachers analyze the results of these assessments to reteach as needed and review intervention strategies while also reflecting on their own instructional practices. In addition to formal assessments, teachers have focused on checking for understanding throughout lessons and class discussions to assess student learning before administering high stakes exams.

Staffing and Professional Development

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

With the exception of one, all teachers at SHHS are highly-qualified. There is one Special Education teacher who holds a credential to teach Special Education, but is not credentialed in the subject area assigned.

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

SHHS teachers are provided with instructional materials that are CCSS-based as well as District and Board approved. All teachers have professional development opportunities provided by the District in their specific content areas as well as staff development provided by the site Leadership Team in areas such as Google/Google Classroom, and department/PLC meetings to consider educational literature and best practices. Teachers new to instruction in an AP/IB course, or when AP/IB course syllabi have been updated, attend training specific to the content area. Teachers' professional development opportunities for 2017/18 included the following: Computer Using Educators (CUE) Conference, Next Generation Science Standards (NGSS), Long Term English Learner (LTEL) training, Mental Health training, Restorative Practices training, California Mathematics Council of Southern California, California Educational Theatre Association (CETA), and the Midwest Band Directors Conference to list a few. New teachers also benefited greatly and were supported by Districtwide training through the Elevated Achievement Group (EAG). For 2018/19, teachers will be able to attend similar professional development opportunities including English and math teacher training in new textbook adoptions as well as training pertaining to increased proficiency in the use of instructional technology.

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

Training will continue to be provided to SHHS staff members to increase proficiency in Google/Google Classroom, as well as highly effective classroom and instructional practices that develop students' skills in higher level thinking and student-to-student communication and learning. Teachers have made great progress with their use of Aeries.net, as well as continued training to become well-versed in instructional strategies that implement the use of technology and 21st century skills in the everyday classroom. Teachers have also increased their focus on grading and grade distributions to address areas of concern through targeted interventions.

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

Teachers engage in structured professional development that is conducted by content experts in the areas of math, English, science, social science, English Language Development (ELD), Special Education, and AVID. Professional development for NGSS continued throughout the 2017/18 school year with science teachers upgrading and/or modifying lessons accordingly. Math teachers have updated the sequencing of all units/lessons to ensure alignment with CCSS, and the Special Education department is working collaboratively to address the learning needs of the Emotional Disturbance (ED) Program at SHHS. The EL Teacher on Special Assignment (TOSA) and administration updated the process for the reclassification of ELs to address appropriate placement and learning needs. The AVID TOSA continues to work with the SHHS AVID Program to encourage students to enroll in higher level coursework and provide targeted strategies to support their success. The math and English TOSAs continue to support both subject area teachers with specific instructional strategies that align with CCSS and the two departments are working diligently on common benchmark assessments to be administered quarterly. For 2018/19, one tech coaching fifth is also allocated to a more tech-savvy teacher to assist their fellow teachers in utilizing technology in the classroom more effectively. The focus of 2018/19 development and collaboration will be on increasing student achievement.

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

Site department teams meet regularly to collaborate on unit planning, pacing, best practices, and student data. For 2018/19, this includes eight late-start days and four full staff development days that include time set aside for department collaboration. Discussions include strategies to support students struggling in academics and provide interventions as appropriate. Department leaders meet monthly in District Curriculum Committees and bring updated information back to department teams for discussion and planning. Over the past few years, SHHS teachers from all academic areas have challenged themselves through book studies to further explore educators' impact on student learning. A Districtwide emphasis on understanding the growth mindsets of adolescent learners has been focused on within the math department. In 2016/17, the SHHS English department opted to participate in another book study to greater enhance student thinking and communication in the classroom by reading *What's The Big Idea?* by Jim Burke; this book focuses on the importance of essential questions to deepen comprehension and extend critical thinking and transfer knowledge. Beginning in 2017/18 and continuing this year, the entire SHHS staff has been preparing for the 2019 WASC visit through focus group collaboration time in addition to their regular department meetings. Release time was also be provided for teacher collaboration for math and English to work on scope and sequence for new curriculum being piloted and adopted this year. In 2018/19, the math department will be piloting potential textbook adoptions again as well as using Assessment and Learning in Knowledge Spaces (ALEKS) across multiple math levels.

Teaching and Learning

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

All curriculum and instructional materials are aligned to content and performance standards as evidenced by pacing guides, syllabi, teacher collaboration, and District curriculum team meetings. Vertical articulation occurs on many levels including administration and content teachers (Leadership Team members). The principal also attends monthly articulation meetings with elementary feeder schools/districts to streamline expectations for instruction and student learning.

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

Not Applicable

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

SHHS intervention courses for general education students include: AVID 1-4 classes to support students as they challenge themselves in higher level coursework (Honors/AP/IB), two Read 180 class for students who are identified as behind in their reading skills, multiple Algebra Foundations 1 and 2 with smaller class sizes to assist students who struggle with higher level math concepts, as well as Math 20, Accounting for Business, and Advanced Algebra 2/Trig for seniors needing to boost their math proficiency levels before entering college. Math classes also will be able to utilize ALEKS online support curriculum as an intervention for struggling students. SHHS also offers Learning Lab and Social Cognition courses to support students with disabilities across all core subject areas.

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

All SHHS students have access to standards-based instructional materials meeting compliance standards for the Williams Settlement Act. This includes materials to support the implementation of CCSS and technology upgrades necessary to provide high-quality instruction. No Williams complaints were filed in 2017/18 in regards to instructional materials and textbooks. Students are required (with parent consent) to sign up for a Google Apps for Education (GAPE) account and benefit from the use of regularly updated software on Chromebooks and all school computers as well as the classroom use of Chromebook carts as needed. The 2017 implementation of 1:1 Chromebooks to further enhance the delivery of curriculum in all subject areas has continued each year.

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

SHHS student have access to standards-based materials and all core courses are standards (CCSS for math and English, NGSS for science) aligned. Students have open access to Honors and Advanced Placement (AP) courses.

Opportunity and Equal Educational Access

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

Students who do not show proficiency on English Language Arts (ELA) testing administered prior to 9th grade or on the Nelson-Denny at the beginning of the year may be assigned to a Read 180 class. Students who show deficits in ELA according to performance indicators such as grades, test scores, and teacher recommendations may attend tutoring opportunities with teachers. Math students who do not show proficiency on the Algebra 1 proficiency test administered prior to the 9th grade year are counseled to enroll in an Algebra Foundations class. Other incoming 9th grade students are recommended for an Algebra Readiness course during the summer in order to be more successful in Algebra 1. The SHHS math department maintains a rotating tutoring schedule among their teachers for students who struggle with math to have the opportunity to attend tutoring with these teachers during break, lunch, and after school, as needed. AVID students receive tutoring during AVID tutorial time within the structure of the class. For 2018/19, the District continues to support the Leaders in Resiliency program on the SHHS campus to assist McKinney-Vento and foster youth students needing academic tutoring. Beginning in 2017/18 and continuing for 2018/19, an instructional aide for general education support classes (Read 180 and Algebra Foundations 1) will be provided by the District.

14. Research-based educational practices to raise student achievement

SHHS students have open access to enroll in Honors/AP courses. Teachers receive reverse verification lists to actively seek out students who could challenge themselves by enrolling in Honors/AP coursework. Administration consistently analyzes grade distribution reports for each grading period, addresses concerns of high D/F rates with individual teachers as appropriate, and provides suggestions for intervention and remediation to promote greater learning outcomes. Students are afforded the opportunity to take college preparation assessments including PSAT, SAT, and ACT. SHHS also provides an Expository Reading and Writing Course (ERWC) for seniors to raise levels of performance, and AVID students continue to increase enrollment numbers in Honors level and AP/IB coursework. Students benefit from individual and/or small group meetings with counselors during their freshman, junior, and senior years to discuss four-year plans and ongoing progress/graduation checks.

Parental Involvement

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

With the support of all stakeholders, including PTSA, KPO, SHFE, SSC, ELAC, Fullerton PD, and community/business partnerships, SHHS students are afforded a wide variety of opportunities to raise achievement levels academically, behaviorally, and socially. Students have the opportunity to attend tutoring with teachers during break, lunch, and after school as needed. The math department rotates a tutoring schedule among department members, and AVID students receive tutoring through AVID tutorial time within the structure of the class. In 2018/19, teachers and counselors received additional training in mental health awareness as well as restorative practices to better address the needs of students suffering from mental health issues, academic stress, etc. Also in 2017/18 and continuing into 2018/19, the FJUHSD has hired a community liaison to strengthen relationships and communication with parents. FJUHSD provides SHHS with backpacks/school supplies, clothing, toiletries, etc. and a Target gift card (for unexpected student needs) to address the personal needs of low-income and foster youth students. These efforts will allow these students to better focus on school work instead of worrying about basic essentials. For 2018/19, the FJUHSD will continue to fund the Leaders in Resiliency program on the SHHS campus to assist a low-income and foster youth students academically.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of Consolidated Application programs (5 California Code of Regulations 3932), Community and school representatives offer financial aid (FAFSA) workshops as juniors/seniors and parents prepare for the transition to college. Counselors attend UC/CSU/private university workshops annually to stay up to date with changes in admissions requirements, etc., hold registration workshops, and visit feeder schools to provide assistance with students transitioning to SHHS. SHHS also enjoys a healthy partnership with CSU Fullerton and Fullerton College as many SHHS students attend those institutions post-high school. Parent information nights are held to provide updates regarding the college application process, financial aid and PSAT results for juniors to name a few. Other avenues to disseminate information include Parent Information Nights, College Night/College Fair, ELAC, PTSA, SSC, DAC, the Remind App, Blackboard Connect, Google Classroom, Aeries Communication, and the Sunny Hills High School Guidance page on the school website. In 2018/19, the guidance technician and counselors will train students in a variety of online resources to better assist them in college and career exploration. They presented a general overview to all students through English classes and will continue with more in-depth individual/small group training throughout the school year.

Funding

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

Categorical funds are used to provide AVID tutors, technology upgrades, AVID field trips to local universities and colleges, and certificated/classified support in meeting needs of under-performing students and our EL population. EPIC and Agriculture utilize Carl D. Perkins funds and Career Technical Education Incentive Grant (CTEIG) funds to provide educational field trips, entry to local competitions, and technology/equipment upgrades as needed. For 2018/19, Title III funding will be used to provide additional support in English for EL students struggling academically in their English classes as well as for translation services as needed to give non-English speaking parents greater opportunity to be involved in their student's education.

18. Fiscal support (EPC)

Fullerton Joint Union High School District has provided SHHS with a budget to meet the needs of all students and monitors expenditures accordingly.

Description of Barriers and Related School Goals

After analyzing data and setting school goals accordingly, the following barriers have become evident:

- There is a disconnect between the academic success that SHHS students demonstrate in multiple areas that does not correlate directly to how these same students perform on the CAASPP. Addressing this challenge is one of the goals for SHHS this year.
- More collaboration time continues to be necessary to meet the increasing needs of students by systematically updating benchmarks assessments, analyzing formative assessment data, and making adjustments to instruction throughout the school year to address CAASPP needs.
- More professional development time is still necessary to allow teachers the opportunity to adjust units/lessons to include more efficient and effective student use of technology in the classroom.
- SHHS leadership, counselors, and teachers continue to seek out and improve strategies to address the disconnect between the EL, SWD, and low-income subgroups' performance on high stakes assessments for college readiness as well as "a - g" completion rates.
- Over the past few years, the demographics of SHHS have been changing. This shift needs to continually be addressed by site leadership, counselors, and teachers to promote continued academic success for all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	585	583	561	581	580	558	578	580	558	99	99.5	99.5
All Grades	585	583	561	581	580	558	578	580	558	99	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	2662.1	2670.5	2643.4	46	50.34	41.2	34	32.76	32.1	15	11.72	17.0	5	5.17	9.7
All Grades	N/A	N/A	N/A	46	50.34	41.2	34	32.76	32.1	15	11.72	17.0	5	5.17	9.7

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	48	53.97	42.5	45	38.79	43.2	7	7.24	14.3
All Grades	48	53.97	42.5	45	38.79	43.2	7	7.24	14.3

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	57	62.07	51.8	37	33.28	37.3	6	4.66	10.9
All Grades	57	62.07	51.8	37	33.28	37.3	6	4.66	10.9

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	35	43.97	33	60	50.34	58.6	5	5.69	8.4
All Grades	35	43.97	33	60	50.34	58.6	5	5.69	8.4

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	58	54.66	45.4	36	40.52	41.4	6	4.83	13.2
All Grades	58	54.66	45.4	36	40.52	41.4	6	4.83	13.2

Conclusions based on this data:

1. The overall CAASPP performance for ELA for our 11th grade students meeting or exceeding the standards in 2017/18 decreased significantly by 10%.
2. The percentage of students not meeting standards in all categories increased as well so interventions need to continue to be implemented to assist these students in their 12th grade year.
3. Students who met standards in all categories were the only group who remained consistent from the previous year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	585	583	561	579	580	558	579	580	558	99	99.5	99.5
All Grades	585	583	561	579	580	558	579	580	558	99	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	2659.5	2651.5	2638.5	32	32.59	31	31	26.72	23.7	21	21.03	22.4	16	19.66	22.9
All Grades	N/A	N/A	N/A	32	32.59	31	31	26.72	23.7	21	21.03	22.4	16	19.66	22.9

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	49	50.26	44.1	31	24.70	27.3	20	25.04	28.6
All Grades	49	50.26	44.1	31	24.70	27.3	20	25.04	28.6

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	35	31.78	30	50	47.50	45.2	14	20.73	24.8
All Grades	35	31.78	30	50	47.50	45.2	14	20.73	24.8

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade 11	39	37.31	33.9	51	48.36	46.6	10	14.34	19.5
All Grades	39	37.31	33.9	51	48.36	46.6	10	14.34	19.5

Conclusions based on this data:

1. The overall CAASPP performance in math for students meeting or exceeding the standard decreased three percent from 2017 to 2018 for the second straight year.
2. The percentage of students not meeting standards for math continued to increase for the third straight year.
3. Better preparation and motivation need to be implemented to propel students to meet standards across all categories.

School and Student Performance Data

California Standards Test (CST) Science

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
10	68			24			7			2		

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
9	24	4		54	36		10	40		12	8		0	12	
10	12	5		54	42		27	37		8	16		0	0	
11	25	12		35	65		35	24		5	0		0	0	
12	43	11		21	22		14	56		21	0		0	11	
Total	24	7		46	43		20	37		11	7		0	6	

Conclusions based on this data:

1. CELDT was not used in 2017/18.
2. ELPAC data indicates that the majority of our EL students are functioning at the higher levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
9	29	13		40	25		20	48		9	5		2	10	
10	15	20		50	37		26	30		6	13		3		
11	26	17		33	50		26	25		7	8		7		
12	44	20		22	20		17	50		17			0	10	
Total	27	16		39	34		22	38		9	8		3	5	

Conclusions based on this data:

1. CELDT was not used in 2017/18.

ELPAC
(English Language Proficiency Assessments for California)

Grade	Percent of Students by Proficiency Level on ELPAC Summative Assessment											
	Well Developed (Level 4)			Moderately Developed (Level 3)			Intermediate (Level 2)			Minimally Developed (Level 1)		
	17/18			17/18			17/18			17/18		
9	28			56			17			0		
10	54			25			13			8		
11	46			31			23			0		
12	80			0			20			0		
Total	47			33			17			3		

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Ready
LEA GOAL:
Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century-skills. (State Priorities 4 and 8)
SCHOOL GOAL #1:
During the 2018/19 school year, all SHHS students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills necessary for post-secondary college and career opportunities This school goal directly relates to Board Priorities: A (Preserve Core Programs), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).
Data Used to Form this Goal:
<ul style="list-style-type: none">• Formative assessments (ongoing)• AVID enrollment• AVID students enrolled in Honors/AP/IB Coursework• 2018 EAP results• 2018 CAASPP/SBAC results• 2018 UC/CSU "a - g" completion/course offerings• Professional Development for CCSS curriculum and instructional strategies: Social Science Framework Workshop (2018), NGSS Workshop (2018), California Math Council Conference (2018), Mental Health Training for all faculty/administration (2018/19), release time for math and English subject groups for collaboration on new curriculums• 1:1 Chromebook Initiative (implemented January 2017)• Articulations with Fullerton College• EL Roundtable and EL newsletter• ELPAC Training• PSAT results• Gates-MacGinitie Reading Test (GMRT) Results• Senior English requirement options: California Literature, Bible as Literature, Novel, ERWC• On-site ROP offerings for career exploration: Auto Tech, Photography, Engineering, Medical Careers• Conservatory of Fine Arts courses meet "a - g" Fine Arts Requirement• Agriculture Science Academy course offerings and student enrollment in the program

- CTE course offerings
- Read 180 course offerings
- Summer School course offerings
- ALEKS support curriculum for math intervention and support
- D/F distribution data
- Counselor chats and four-year plans
- Referrals to the alternative site (La Vista/La Sierra)
- WASC Focus Group findings
- 2018 PISA results

Findings from the Analysis of this Data:

SHHS continues providing students with effective standards-based instruction that prepares them for college and career. Enrollment in programs like AVID, Agriculture Science, ROP, and other CTE pathways continue to grow and these students are being supported in their efforts to attempt rigorous coursework (Honors/AP/IB). More students than ever are embracing the challenge to take high-stakes exams, and both the number of tests taken and passing rates continues to be consistently high each year. In 2018/19, a sampling of SHHS students will participate in the Program for International Student Assessment (PISA).

EL Students are also being reclassified at a higher rate due to increased efforts/communication by the EL TOSA, guidance staff members, and administration to make EL students and parents aware of the rationale for ELPAC testing as well as testing opportunities.

In regards to the implementation of CCSS and NGSS, SHHS teachers are making measurable progress each year as they update/upgrade unit and lesson plans and create formative common assessments to better prepare students for college and career. Despite this, it is evident in the 2018 CAASPP results as well as EAP and "a - g" completion that better preparation and motivation is necessary for students to demonstrate better success. Other academic indicators are not in line with the results achieved in 2018 on the CAASPP and demonstrate much higher levels of academic achievement by students. Teachers are also working collaboratively with site administration to address the need for greater academic interventions and opportunities for remediation, including the analysis of their respective D/F rates.

How the School will Evaluate the Progress of this Goal:

SHHS will evaluate the progress of this goal on a consistent basis through data analysis of benchmark assessments, professional dialogue in both formal and informal meetings, and feedback sought and received by stakeholders. The support of students' academic efforts will remain at the forefront of these conversations as administration and staff members continue to create greater opportunities for their success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate necessary instructional strategies into staff/professional development to address the learning needs of all students. Additional resources will be used specifically to address the needs of EL, SWD, FY and LI students.	2018/19	District, Principal, Assistant Principal, Teachers, Counselors, Classified Personnel, TOSAs	Professional development for CCSS instructional strategies.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	7,000
			Targeted instruction and tutoring for EL students using NoRedInk.com and Revision Assistant.	1000-1999: Certificated Personnel Salaries	Title III	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Additional support for FY and LI students through individualized counseling and monitoring of progress to ensure greater success on summative assessment and college proficiency exams.	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,000
			Additional test support for students requiring financial help to take AP/IB exams.	None Specified	District Funded	
			Special Education Round Table discussions.	1000-1999: Certificated Personnel Salaries	District Funded	
			Collaboration/Release time to create/upgrade formative assessments including benchmark tests.	1000-1999: Certificated Personnel Salaries	LCFF - Base	8,000
			Analysis of D/F distribution reports.	1000-1999: Certificated Personnel Salaries	District Funded	
			UC/CSU and College Board Conferences for counselors.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000
			Weekly counselor chats for students and parents.	1000-1999: Certificated Personnel Salaries	District Funded	
			Subsequent classroom materials needed for addition of a second Read 180 English support class and use of ALEKS curriculum for math support.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide science teachers with professional development opportunities to upgrade units/lessons for NGSS.	2018/19	District, Principal, Assistant Principal, Teachers	Teachers will be scheduled to attend conferences/workshops as science transitions to NGSS as needed.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
			Teachers will be provided with release time as needed/requested to continue the process of upgrading lessons to NGSS.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,500
			Materials needed to execute upgraded units/lessons.	4000-4999: Books And Supplies	LCFF - Base	9,000
			Science TOSA support.	1000-1999: Certificated Personnel Salaries	District Funded	
Counselors and coordinators will monitor student performance levels and make recommendations for all students to have greater access to Honors/AP/IB level courses.	2018/19	District, Principal, Assistant Principal, Teachers, Counselors, Classified Personnel	IB Program Coordinator release periods.	1000-1999: Certificated Personnel Salaries	District Funded	
			AP Testing Coordinator stipend.	1000-1999: Certificated Personnel Salaries	District Funded	
			Weekly counselor chats for students and parents.	1000-1999: Certificated Personnel Salaries	District Funded	
Articulation with feeder campuses to gather data and analyze in a timely manner to appropriately place students in English and math classes.	2018/19	District, Principal, Assistant Principal, Teachers, Counselors, Classified Personnel	Release time for teachers as needed for articulation meetings.	1000-1999: Certificated Personnel Salaries	District Funded	
			Testing materials.	4000-4999: Books And Supplies	District Funded	
			Administer placement exams.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students enrolling in AVID require additional supports to help them challenge their skills in higher level coursework (Honors/AP/IB). The program continues to expand to accommodate their educational needs.	2018/19	Principal, Assistant Principal, Teachers, Counselors, Classified Personnel, AVID TOSA	Substitutes for release time as needed for AVID teachers.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,500
			AVID classes/instruction.	1000-1999: Certificated Personnel Salaries	District Funded	
			Field trips and conferences for AVID students and teachers.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,750
			Release time for teachers to complete AVID recruitment/interviews.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500
			AVID instructional aides in classes.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000
			AVID instructional aides benefits.	3000-3999: Employee Benefits	LCFF - Supplemental	1,300
			AVID instructional materials.	4000-4999: Books And Supplies	LCFF - Supplemental	2,200
			AVID classroom furniture, supplies, and graduation materials.	4000-4999: Books And Supplies	Other	5,480
			AVID instructional aides in classes.	2000-2999: Classified Personnel Salaries	Other	22,300
			AVID student field trips and professional development.	5000-5999: Services And Other Operating Expenditures	Other	6,500
Analyze ELPAC data to ensure the appropriate placement and reclassification of EL students. Document accordingly in AERIES.	2018/19	Assistant Principal, Counselors, Classified Personnel, Teachers	Administer ELPAC test.	2000-2999: Classified Personnel Salaries	LCFF - Base	1,500
			Administer ELPAC test.	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
			Follow up with targeted review of results and communication of results to staff.	1000-1999: Certificated Personnel Salaries	LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			EL Redesignation Celebration.	4000-4999: Books And Supplies	LCFF - Base	500
Administer Nelson-Denny and Honors Entrance tests to incoming 9th graders as well as current ninth and tenth grade English classes to assist with proper placement and measure reading skills from ninth to tenth grade school years.	2018/19	District, Assistant Principal, Teachers, Counselors	Purchase of materials.	4000-4999: Books And Supplies	LCFF - Base	500
			English TOSA support.	1000-1999: Certificated Personnel Salaries	District Funded	
			Administer ND test.	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
Analyze CAASPP scores and use findings to inform instruction and appropriate placement.	2018/19	Assistant Principal, Counselors, Teachers	Analyze CAASPP results.	1000-1999: Certificated Personnel Salaries	District Funded	
Promotion of school programs/initiatives that prepare students for college and career.	2018/19	Assistant Principal, Counselors, Teachers, Director Ed Services	CTE Pathways: Ag and Engineering	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,500
			PSAT administration for 10th and 11th grades including materials and substitutes as needed.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,500
			ROP course offerings and promotional materials.	4000-4999: Books And Supplies	LCFF - Base	500
			COFA course offerings and promotional materials.	4000-4999: Books And Supplies	LCFF - Base	1,000
			Promotional school events (Back to School Night, Open House, IB Parent Nights, etc.) and materials needed.	4000-4999: Books And Supplies	LCFF - Base	4,000
			Instructional materials for all academic departments as needed.	4000-4999: Books And Supplies	LCFF - Base	100,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer School courses offered for academic remediation and advancement.	2018/19	Assistant Principal, Counselors, Teachers	Summer school teacher salaries.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,505
			Summer school teacher benefits.	3000-3999: Employee Benefits	LCFF - Supplemental	1,872
			Instructional materials for summer school classes.	4000-4999: Books And Supplies	LCFF - Supplemental	600
			Certificated staff hourly pay for summer school.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,881
			Certificated staff benefits.	3000-3999: Employee Benefits	LCFF - Supplemental	804
WASC accreditation preparation for visit.	2018/19	Principal, Assistant Principals, Counselors, Teachers	Late start day use for collaboration meetings and document writing	1000-1999: Certificated Personnel Salaries	District Funded	
			WASC materials printing including other costs associated with visit in February 2019.	4000-4999: Books And Supplies	LCFF - Base	6,000
Program for International Student Assessment (PISA) examination administration.	2018/19	Principal, Assistant Principals, Counselor, PISA Coordinator	Assist in the administration of the PISA examination.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Support Overall Learning Program and Increase Student Opportunities

LEA GOAL:

District Schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting "a - g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses.

(State Priorities 1 and 7)

SCHOOL GOAL #2:

For the 2018/19 school year, SHHS will support the overall student learning environment and increase student opportunities by encouraging and guiding students to take a broad course of study including fine arts, CTE, courses meeting students in "a - g" requirements, AP and/or IB courses. Students who challenge themselves in advanced courses will receive the necessary support needed from highly trained teachers.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).

Data Used to Form this Goal:

- Goal setting for teacher evaluations
- Instructional materials available
- TOSAs for ELA, Math, Science, and AVID.
- Assessment of needs for FY and LI students: backpacks, bus passes, free-reduced lunch, funding for AP/IB exams as needed
- AVID support and AVID student enrollment/success in Honors/AP/IB courses
- UC/CSU "a - g" completion/course offerings
- ELPAC reclassifications
- Professional development: instructional strategies related to checking for understanding, educational technology training
- Mental Health and Restorative Practices Training (Multiple dates 2018/19)
- District Curriculum Committee minutes
- ROP offerings for career exploration: Auto Tech, Photography, Video Production, Engineering, and Medical Careers/Sports Medicine
- Agriculture Science course offerings and pathway completion
- COFA Laureate completion
- CTE course offerings and pathway completion in Engineering and Computer Sciences
- Ongoing formative assessments
- Math tutoring calendar
- English Learning Lab targeting students with D/F in English class utilizing Revision Assistant

- Summer school interventions: Algebra 2/2-H boot camp, Algebra Readiness, English Readiness
- Nelson-Denny Reading Test results
- Read 180 classes
- EL after school tutoring utilizing NoRedInk.com and Revision Assistant
- ALEKS support curriculum for math support and interventions
- National Automotive Technicians Education Foundation (NATEF) Certification for ROP Auto
- Stakeholder Surveys--Campus cleanliness/state of facilities/1:1 implementation/CHKS
- Safety/Emergency Preparedness supplies
- WASC Focus Group findings
- 2018 PISA results

Findings from the Analysis of this Data:

The number of SHHS students enrolling in a broad course of study (CTE, Agriculture Science, ROP, COFA) as well as advanced coursework has continued to increase from 2014/15 to the present. The AVID program is evidently a great support for many students as their scores on high stakes exams and four-year college acceptance/"a-g" completion rate continue to climb each school year.

Teachers actively seek/share instructional strategies to meet the needs of all students, paying particular attention to those challenging themselves in Honors/AP/IB coursework for the first time. They are being very deliberate in the creation of common assessments as a measure to ensure all students can access the curriculum and master content and skills in writing, critical thinking, and practical application of learning. Teachers are also critiquing their individual professional practice in the areas of checking for understanding, grade distributions, and remediation opportunities for students as appropriate. The math department continues to provide tutoring opportunities for students before/after school and during break/lunch. This allows students to get help when they need it, and math teachers often times recommend tutoring to their students when they see them struggling. Additionally, the math department is proactive in their remediation efforts as they offer preparation courses in summer school (Algebra 2/2-H boot camp, Algebra Readiness) for students who need to strengthen their math skills before taking on advanced level courses. The English department has increased their efforts to provide interventions and remediation opportunities as well through additional tutoring opportunities such as an English Learning Lab and the implementation of multiple Read 180 classes.

Students of all levels are benefiting greatly from these efforts as the overall participation in AP exams increased in 2017/18. SHHS administration has served as a support for teachers as they develop and/or reinvent their instructional strategies and content knowledge to meet the needs of students. In 2018/19, funding will continue for teachers requesting to attend conferences or workshops as well as for departments to utilize release time to work collaboratively to better their professional practice.

How the School will Evaluate the Progress of this Goal:

SHHS will evaluate the progress of this goal on a consistent basis through data analysis of AP/IB assessments including participation, scores, and demographics. Administration, faculty and staff members will regularly participate in professional dialogue in both formal and informal meetings, and use feedback sought and received by stakeholders to make necessary program/policy changes. The AP Coordinator and Guidance Staff will continue their process of interviewing all students enrolled in AP/IB courses regarding participation in spring exams to ensure that students are not opting out of testing for financial reasons; any SHHS student who wants to take AP/IB tests will be afforded the opportunity. The support of students' academic efforts will remain at the forefront of these conversations as administration and staff continue to create greater opportunities for their success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support the continued growth of the CTE Pathway program for Agricultural Sciences.	2018/19	Principal, Assistant Principal, Program Teachers	Student field trips and competition opportunities to enhance learning and match industry standards.	5000-5999: Services And Other Operating Expenditures	Agriculture Vocational Incentive	1,200
			Teachers and students will attend conferences, workshops, and collaboration opportunities to improve instruction and stay abreast of industry standards.	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	8,000
			Instructional materials to enhance instruction and learning in the lab classrooms in the areas of: Biology, Chemistry, Veterinary Science	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	3,467
			Substitute pay: Teachers will attend various conferences, workshops and collaboration opportunities to improve instruction and stay abreast of industry standards.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,700
			Farmhand stipend.	2000-2999: Classified Personnel Salaries	District Funded	
			Equipment, supplies and instructional materials to enhance the Agriculture Science Pathway and match industry standards.	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	10,000
			Instructional materials and supplies to enhance instruction and learning.	4000-4999: Books And Supplies	Agriculture Vocational Incentive	7,689

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Benefits for substitute release.	3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	500
Support the continued growth of the CTE Pathway program for Engineering (EPIC).	2018/19	Principal, Assistant Principal, Program Teachers	Collaboration time outside of school day and additional hours for supervision at competitions.	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,000
			Fabrication costs for projects created on the 3D printer.	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2,000
			Supplies and instructional materials needed to enhance instruction and learning to match industry standards.	4000-4999: Books And Supplies	LCFF - Base	20,000
			Equipment to enhance instruction and learning to meet industry standards.	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	5,000
			Field trips and travel expenses for robotics and pumpkin launch competitions.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,500
			CSTO advisor stipend and benefits	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3,700
			Skills USA Membership.	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2,500
			Conference and workshop attendance to keep faculty up on current trends and standards.	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,467

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Registration fees for SkillsUSA and other regional events.	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,000
Support the return of Business and Finance classes to CTE Pathway program status.	2018/19	Principal, Assistant Principal, Program Lead	Substitutes for release time: planning for pathway creation, general collaboration, workshops and conferences to improve instruction to improve instruction and stay abreast of industry standards.	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000
			Conferences for teachers and students to improve and stay abreast of industry standards.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
			Equipment and software upgrades to improve instruction and stay abreast of industry standards.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
Support the NOCROP program for Photography and Video Production.	2018/19	Principal, Assistant Principal, Program Lead	Teacher training/workshops.	None Specified	None Specified	
			Supplemental materials needed for students.	None Specified	None Specified	
			Substitutes.	None Specified	None Specified	
Support the NOCROP program for Automotive Technology to assist in the increase of enrollment.	2018/19	Principal, Assistant Principal, Program Lead	Teacher training/workshops.	None Specified	None Specified	
			Supplemental materials needed for instruction.	None Specified	None Specified	
			Substitutes.	None Specified	None Specified	
Upgrade the library for more efficient student and teacher use as well as to assist students with college and	2018/19	Principal, Assistant Principal, Guidance Staff	Purchase of furniture and technology upgrades.	4000-4999: Books And Supplies	LCFF - Base	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
career exploration and parent meetings.			Student and counselor use of free online college and career exploration websites.	None Specified	None Specified	
			Promotional items, printing supplies, and set up for college meetings.	4000-4999: Books And Supplies	LCFF - Base	3,000
			Parent meetings at night for EL parents.	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
			Parent meetings at night for EL parents.	2000-2999: Classified Personnel Salaries	Title III	236
			Materials translated for EL parents.	4000-4999: Books And Supplies	Title III	500
			Parent meetings through ELAC	5000-5999: Services And Other Operating Expenditures	Title III	150
Continued increase of participation rate on AP exams.	2018/19	District, Principal, Assistant Principal, Counselors, Teachers	Provide assistance for test fees.	5000-5999: Services And Other Operating Expenditures	District Funded	
			Proctors and substitutes for exams.	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000
			Proctors and substitutes for exams.	2000-2999: Classified Personnel Salaries	LCFF - Base	5,000
			Rental of Fullerton Community Center, tables, and chairs for exams administration.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	20,000
Continue to provide support to COFA through collaboration opportunities, instructional activities, COFA Council, professional development, and VAPA exhibitions.	2018/19	Principal, Assistant Principal, Counselors, Program Coord., Teachers	Release time substitutes.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000
			Instructional materials needed for performances and art shows.	4000-4999: Books And Supplies	LCFF - Base	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Instrument needs, repairs, cases, and music rights.	4000-4999: Books And Supplies	LCFF - Base	20,000
			Conference fees.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000
			Transportation for band competitions and practice performances.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	25,000
Support the growth of NOCROP program for Medical Careers and Sports Medicine.	2018/19	Principal, Assistant Principal, Counselors, Program Lead	Teacher training/workshops.	None Specified	None Specified	
			Supplemental materials.	None Specified	None Specified	
			Substitutes.	None Specified	None Specified	
Analyze data to identify students requiring additional academic counseling and support to achieve higher proficiency and pass rates on CAASPP, EAP as well as completion of UC/CSU a-g requirements.	2017/18	Principal, Assistant Principal, Counselors, Teachers	Supplemental materials needed for CAASPP and EAP.	4000-4999: Books And Supplies	LCFF - Base	2,000
			Summer intervention courses in Math and English to prepare students for higher level coursework.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000
			English Learning Lab tutoring for students needing assistance in reading, writing, and speaking English and struggling with English grades.	1000-1999: Certificated Personnel Salaries	LCFF - Base	6,000
			Instructional aide for general education support classes.	2000-2999: Classified Personnel Salaries	District Funded	
			English and Math TOSA support.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Read 180 classes for English support/intervention and ALEKS curriculum for Math support/intervention.	1000-1999: Certificated Personnel Salaries	District Funded	
Purchase additional and replacement textbooks/rebinding of those with cover damage to ensure compliance under Williams Settlement, as well as supplemental instructional materials.	2018/19	Assistant Principal, Department Chairs, Program Leads, Library Technician	Textbook purchases for replacement of those lost/damaged, additional books needed for growth in enrollment.	4000-4999: Books And Supplies	LCFF - Base	25,000
Maintain site accident reports.	2018/19	Principal's Secretary	Keep records of injuries/accidents, report to administration/district as appropriate and obtain necessary signatures to verify reports.	2000-2999: Classified Personnel Salaries	District Funded	
Continually update and improve upon emergency preparedness procedures: Fire, lockdown and earthquake drills. Continue conversations with local emergency personnel regarding emergency evacuation procedures.	2018/19	District, Principal, Assistant Principals, Teachers, Classified Personnel, SRO, Local agencies, Safety Committee	Conduct Disaster drills Safety Committee meetings Active Shooter Training conducted by Fullerton Police Department. Purchase of disaster preparedness supplies for classrooms and campus.	1000-1999: Certificated Personnel Salaries None Specified None Specified 4000-4999: Books And Supplies	District Funded None Specified None Specified LCFF - Base	 5,000
Maintenance of facility to ensure proper cleanliness and safety conditions for all stakeholders.	2018/19	Custodian (Lead), Assistant Principal	Additional custodial coverage and/or overtime for events as needed.	2000-2999: Classified Personnel Salaries	LCFF - Base	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase of additional custodial supplies and equipment. Monitor facility work orders system relating to site needs and requests. Landscaping and beautification. Updates to campus and facilities needed per Fullerton Fire Department inspections.	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Base District Funded LCFF - Base LCFF - Base	5,000 2,000 2,000
Maintain computer systems and upgrade software necessary for instructional and student use according to technology survey feedback as well as regular maintenance.	2018/19	Principal, Assistant Principal, Site Technician	Replacement of LCD projectors with LED projectors/mounts as the LCD stop working. Maintenance of computers, printers, and other technology. Replacement of out-dated computer hardware for students and staff. Maintenance and repair of student and staff Chromebooks.	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Base LCFF - Base LCFF - Base LCFF - Base	15,000 15,000 20,000 20,000
Support the creation of a Games and Simulations classes as a part of a new Computer Science pathway.	2018/19	Principal, Assistant Principals, Teachers, Program Leads	Teacher training and workshops.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Substitutes for release time: planning for pathway creation, general collaboration, workshops and conferences to improve instruction to improve instruction and stay abreast of industry standards.	2000-2999: Classified Personnel Salaries	LCFF - Base	3,000
			Instructional materials and supplies needed for Games and Simulations classes.	4000-4999: Books And Supplies	LCFF - Base	15,000
Student transportation for class field trips, athletic contests, and performing arts competitions.	2018/19	Assistant Principal, Teachers, Program Leads	Transportation cost for busing.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	70,000
			Bus passes for LI and MV students.	4000-4999: Books And Supplies	LCFF - Base	630

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: High-Quality Instruction

LEA GOAL:

The District will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff members to continue implementing state standards, integrate best instructional practices, and use technology as both a learning and teaching tool.
(State Priorities 1 and 2)

SCHOOL GOAL #3:

In 2018/19, SHHS administration will hire and retain high-quality teachers who are committed to helping students learn. Professional development and collaboration opportunities for teachers will continue in the areas of implementing state standards, integrating best instructional practices, and using technology as both a learning and teaching tool

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students).

Data Used to Form this Goal:

- School Accountability Report Card (SARC)
- California Basic Educational Data System (CBEDS)
- Classroom observations
- Goal setting for teacher evaluations
- D/F rate analysis and follow up
- Professional learning opportunities: AP, IB, AVID, CCSS, NGSS, Math Conference, CUE, etc.
- Full department release days for English and math (collaboration, formative and common assessments, pacing, sharing best practices, etc.)
- Staff development on site for Google and Google Classroom
- ProTraxx usage
- Period meetings for Special Education and 504 Plan accommodations
- Mental Health training
- Restorative Practices training
- District Curriculum Committee Meetings minutes
- ELPAC training / EL Communications
- CTE training
- Site Leadership Team Meetings minutes
- Department Meetings minutes

- Ongoing updates regarding “a-g” requirements
- Teacher websites
- Aeries.net training—Intervention table
- AP/IB test results
- Celebrations of success and innovation
- Late Start Days
- Book Studies
- Elevated Achievement Group (EAG)
- WASC Focus Group findings
- 2018 PISA results

Findings from the Analysis of this Data:

Student enrollment at SHHS has remained relatively stable in an era of declining district enrollment. For 2018/19, enrollment has actually increased significantly from last year. The specialized programs offered and the school's longstanding commitment to academic excellence is known throughout Fullerton and the surrounding communities. This reputation makes SHHS an appealing option for students and families. One of the greatest assets of SHHS is the talented teaching staff, who genuinely care about their students and consistently provide them with outstanding learning opportunities that prepare them for college and career.

Site administration partners with the District to select and hire the best teachers for SHHS students. As instructional leaders, administration consistently observes classroom instruction both formally and informally. They monitor the progress of individual teachers' goals, engage them in professional conversations, and provide objective feedback regarding performance. All teachers are expected to build positive relationships with all students and maintain the highest level of commitment to their learning.

Professional learning/collaboration time for teachers/departments has been scheduled throughout the school year in the form of eight late start days, full release days for departments/programs as needed, and individual teacher professional development opportunities as appropriate for their teaching assignment and/or growth needs. This time is utilized to the fullest as teachers provide the administration with meeting minutes and valuable input/recommendations to keep students learning and succeeding at the highest level. Based on current feedback, SHHS teachers are continuing to make strides in the process of maximizing their utilization of the 1:1 Chromebook initiative, which took place in January 2017. Many more staff members have now integrated Chromebooks into their teaching practices and student learning; other members are very willing to implement Chromebook use but require more training to feel completely comfortable having students use them as learning tools in the classroom. Administration values this feedback as they will use it as a guide when moving forward with professional development in 2018/19.

How the School will Evaluate the Progress of this Goal:

SHHS administration will evaluate the progress of this goal on a consistent basis through data analysis of all test scores, feedback from student/staff/parent surveys, and the evaluation of teacher performance in the classroom. Administration, faculty, and staff members will regularly participate in professional dialogue in both formal and informal meetings, and use feedback sought and received by stakeholders to maintain instructional excellence. Teachers (new hires and veterans alike) requiring improvement and coaching to meet set expectations will receive unwavering support from administration. Professional and staff development opportunities will be offered and/or recommended, and ongoing observations will take place to monitor progress/improvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to be highly qualified by providing them with staff and professional development opportunities/training.	2018/19	District, Principal, Assistant Principals, Site Leadership Team, Teachers	Professional development training and conferences (i.e. AP/IB, etc.) as required for teachers to stay updated with new curriculum for courses.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	8,000
			Substitutes for professional development and full department release time for collaboration in content areas to align instruction to CCSS.	1000-1999: Certificated Personnel Salaries	LCFF - Base	11,000
			Benefits for substitutes as needed.	3000-3999: Employee Benefits	LCFF - Base	3,000
			Staff development in Child Abuse Mandated Reporting procedures, and Board Policies regarding the definition of Sexual Harassment and procedures for reporting.	1000-1999: Certificated Personnel Salaries	District Funded	
			Special Education and EL Round tables to train/inform teachers regarding students' specific needs.	1000-1999: Certificated Personnel Salaries	District Funded	
			Mental Health and restorative practices training as needed.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,000
			Required CTE certification training as needed.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000
			Conferences for teacher training and professional development.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	7,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Monitor credential and teaching assignments.	1000-1999: Certificated Personnel Salaries	District Funded	
			Use of Elevated Achievement Group (EAG) to reflect and improve on instructional practices.	5000-5999: Services And Other Operating Expenditures	District Funded	
Provide teachers, administrators and staff with opportunities to attend conferences/training in the use of technology: Aeries.net, Google Classroom, Illuminate, etc. to increase use of data to guide instruction.	2018/19	District, Principal, Assistant Principal, Teachers, Site Technician	Teachers may sign up for training outside of the instructional day for additional pay.	1000-1999: Certificated Personnel Salaries	District Funded	
			Tech Coach on campus to provide assistance to teachers on a daily basis.	1000-1999: Certificated Personnel Salaries	District Funded	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve Internal and External Communication

LEA GOAL:

The District will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships.
(State Priorities 3 and 5)

SCHOOL GOAL #4:

SHHS administration and staff members will further work to improve its excellent internal and external communication to all stakeholders with a focus on breaking down language and cultural barriers to families of English Learners through increased personal contact and by building positive relationships throughout 2018/19onal contact and building positive relationships.

This school goal directly relates to Board Priorities: A (Preserve Core Programs), C (Employee and District Excellence), H (At-Risk Students), and I (Enhance District Communication)

Data Used to Form this Goal:

- School website updates
- LCAP/DAC input
- Remind App usage
- Translated letters home to parents
- Welcome letters sent to all parents of EL students
- Interpreters for parent meetings/phone calls as needed
- Feedback/minutes from PTSA/KPO/SHFE/SSC/ELAC meetings
- Minutes from Leadership Team/Department meetings
- Minutes from Classified staff meetings
- Student/Parent use of Aeries.net
- Parent Information Nights (IB, AVID, EPIC, COFA, Back to School Night, Open House)
- Mailers for Back to School Night, Open House, Guidance Information nights, etc.
- Bulletins and daily announcements posted on school website
- Digital marquee and quad jumbotron
- Email blasts to parents via Aeries Communication
- Counseling Corner
- Social Media (Facebook, Instagram, Twitter) usage and followers

- Community Liaison
- 2019 WASC visit findings
- 2018 PISA results

Findings from the Analysis of this Data:

Providing outstanding internal and external communication continues to be an area of strength for SHHS. Stakeholders are kept up-to-date about all events and important school information through daily postings via the school website, Facebook, Instagram, Twitter, as well as the school's digital marquees. SHHS is also very responsible in its use of both mailers/postcards as well as the Aeries Communication and Blackboard Connect services to send out automated emails, phone calls, and text blasts to communicate important information to parents, students, and staff. For 2018/19, Aeries Communication through Aeries.net is the latest addition for facilitating communication through email blasts to parents and students. Letters are also translated for families as needed, meetings/phone calls are interpreted to ensure that information is clearly communicated, and parents and/or students are invited to attend PTSA/KPO/SHFE/SSC/ELAC meetings to provide input in decision-making. Although 2016/17 was the final year the SHHS offered courses for EL students, the school will continue to extend every effort to break down language and cultural barriers with families of reclassified students in 2018/19. Internally, students and staff receive information through the daily bulletin, ASB/Club postings around campus, meeting minutes, student call slips, Aeries Communication, the Remind App, and social media as appropriate.

The Guidance Staff provides students with detailed and timely information, notifications, and updates regarding: counseling meetings, academic requirements, college and career opportunities, testing and test prep, and scholarships to name a few. Counselors schedule weekly meetings called 'Counselor Chats' for parents and students to receive pertinent information as well as ask more individualized questions. SHHS Administration and staff members invite parents, students, and community members to annual campus visits for Back to School Night and Open House, as well as weekly tours for prospective families seeking additional information about the school. Several groups and programs on campus, including Guidance, Agriculture, AVID, IB, EPIC and COFA, each host information nights throughout the school year as well.

How the School will Evaluate the Progress of this Goal:

SHHS administration and staff members will evaluate the progress of this goal on a consistent basis by continuing to engage stakeholders in schoolwide decision-making opportunities, and provide them excellent levels of internal and external communication. All feedback in any form from stakeholders will be valued and considered as SHHS maintains and/or exceeds the learning expectations of students and their families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to update website on a consistent basis with current information that is organized for easy reference, and utilize other communication tools as appropriate.	2018/19	Assistant Principal, Counselors, Webmaster, Classified Personnel	Classified overtime for school Webmaster.	2000-2999: Classified Personnel Salaries	LCFF - Base	3,500
			Remind App use for staff, clubs, and programs.	None Specified	None Specified	
			Blackboard Connect (BBC) subscription.	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classified overtime for Blackboard Connect utilization.	2000-2999: Classified Personnel Salaries	LCFF - Base	500
			Aeries Communication through Aeries.net	5000-5999: Services And Other Operating Expenditures	District Funded	
Continue to subscribe to Turnitin.com for schoolwide use.	2018/19	Assistant Principal, Teachers	Subscription monitoring the authenticity of student work.	5000-5999: Services And Other Operating Expenditures	District Funded	
Ensure the translation of information and notifications to parents in Spanish and Korean.	2018/19	Assistant Principal, Counselors, Teachers, Community Liaison	Phone calls to parents through BlackBoard Connect/Aeries Communication and person-to-person.	2000-2999: Classified Personnel Salaries	District Funded	
			Mailers advertising school events and information nights.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	500
			Interpreters provided for parent involvement meetings.	2000-2999: Classified Personnel Salaries	LCFF - Base	1,000
			Community/Family Liaison.	2000-2999: Classified Personnel Salaries	District Funded	
			Postage.	4000-4999: Books And Supplies	LCFF - Base	2,000
Ensure accuracy of information in morning announcements, written bulletins, and emails to all stakeholders.	2018/19	Principal, Assistant Principal, Counselors, Teachers, Classified Personnel, ASB	Daily responsibility.	1000-1999: Certificated Personnel Salaries	District Funded	
			Daily responsibility.	2000-2999: Classified Personnel Salaries	District Funded	
Incorporate feedback from parent/stakeholder meetings for continued support of students.	2018/19	Principal, Assistant Principal, Counselors, Teachers, Classified Personnel	Discussion of information in ATM, Leadership, and Classified meetings.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Analysis by administration and site leadership of surveys given to all stakeholders.	1000-1999: Certificated Personnel Salaries	District Funded	
Continue to support teachers in the use/training of Aeries.net and Google Classroom to keep updated information about student progress consistently available to parents.	2018/19	Principal, Assistant Principal, Counselors, Teachers, Classified Personnel	Release time/substitute as requested.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000
			Tech coach release time to work with teachers and other staff.	1000-1999: Certificated Personnel Salaries	District Funded	
Continue updates regarding school events through Facebook page, Instagram, and Twitter accounts to maintain access to school information.	2018/19	Principal, Assistant Principal, Counselors, Guidance Technician, Webmaster, Teachers, Classified Personnel	Technology support.	2000-2999: Classified Personnel Salaries	District Funded	
			Input/posting of guidance information.	2000-2999: Classified Personnel Salaries	District Funded	
			Input/posting of school event information.	2000-2999: Classified Personnel Salaries	District Funded	
Schedule quarterly meetings and additional meetings as needed for SSC to discuss school programs and related expenditures.	2018/19	Principal, Assistant Principal, Counselors, Teachers, Classified Personnel	Create agendas for meeting and follow through with feedback and suggestions as well as vote on items requiring groups to do so.	1000-1999: Certificated Personnel Salaries	District Funded	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Additional Support to Students
LEA GOAL:
District schools will include restorative practices to the overall educational program and provide students with mental health, social/emotional and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priorities 5 and 6)
SCHOOL GOAL #5:
For 2018/19, SHHS will continue to include restorative practices in its overall educational program and provide its students with mental health, social/emotional, and interpersonal relational skills training in addition to traditional academic supports. This school goal directly relates to Board Priorities: A (Preserve Core Programs) and H (At-Risk Students).
Data Used to Form this Goal:
<ul style="list-style-type: none">• Truancy/Attendance rates• Student participation in leadership roles/school events, i.e. ASB, LinkCrew, COFA Council, IB Council, SSC• Enrollment numbers for Honors/AP/IB courses• Leadership Team Minutes• Student Senate participation• SST/SIT intervention data• Curricular and Extra-Curricular club participation• Suspension/expulsion data--AB 1729/EC 48900: No suspension for the first offense (includes various infractions, i.e. tobacco use, theft)• Think Again! Intervention and suspension reduction program• Marijuana Education Initiative (MEI) program piloting• Referrals to the alternative site (La Sierra/La Vista)• Leaders in Resiliency program participation• "Lancer Love" campaign• Graduation rate• D/F grade distribution• Progress/Grade Reports• Lancer Awards student recognition for achievement• Mental health training for all Certificated Staff

- "Love and Logic" workshops
- Restorative Practices trainings
- Safe Schools Conference during the summers
- Orange County Counselor Symposium
- Suicide training by district
- 2019 WASC visit findings
- 2018 PISA results

Findings from the Analysis of this Data:

SHHS maintains excellent attendance rates and offers students numerous options to participate in peer groups, co-curricular clubs, and leadership councils. Taking part in any of these opportunities provides many students with a sense of belonging that helps expand their social and interpersonal skills. Many clubs on campus are benevolent, making their purpose to be inclusive of all students as they raise awareness for their chosen cause. This overarching sense of community and family eliminates a considerable amount of student issues on campus, however, there are still students that require more sophisticated levels of support in regards to mental health, social/emotional well-being, and interpersonal relational skills.

The process of implementing additional supports for students began in 2015/16 as administrators, counselors, and teachers received mental health training from Dr. Tasha Arneson and SHHS piloted the Think Again! program as an additional intervention for students exhibiting issues with drug/alcohol use, tobacco use, cyberbullying, anger management, and stress as an alternative to suspension or for a reduction in days suspended. Both of these efforts continue on campus in 2018/19 and have provided a level of perspective for staff as they encounter concerns with students. Teachers are more aware of uncharacteristic changes in student behavior and academic performance prompting them to refer students to counselors and administrators for interventions and support. These practices will continue in 2018/19 for the betterment of students' well-being. In addition, all staff in 2018/19 receive suicide prevention training along with Restorative Practices training provided by the district.

In addition to preventing poor decisions and addressing students' needs as they arise, SHHS also promotes a highly positive and spirited school environment where accomplishments are celebrated whenever possible. Sports teams, cheer, dance, and marching band are featured in school assemblies and pep rallies while students are also recognized for their academic achievements in the classrooms and/or year-end awards ceremonies. This culture of family and community is greatly appreciated by all stakeholders and remains a core value of administration and staff members. In 2017/18 in an effort to further expand on this positive cultural shift on campus, SHHS and the District have supported the creation of a LinkCrew club in order to help get more students plugged in and involved on their campus. For 2018/19, LinkCrew will continue its work on campus with the help of an additional teacher advisor.

How the School will Evaluate the Progress of this Goal:

SHHS has recognized that increasing interventions for students must continue as an area of focus and will evaluate progress through data analysis of suspensions/expulsions, attendance, and participation in intervention methods such as Think Again! SHHS will also monitor referrals for SSTs, referrals to families for outside counseling, and document these interventions in Aeries.net. Since 2016, the Assistant Principals of Student Services (APSS) and Assistant Principal of Student Affairs (APSA) have participated in a workshop titled "Love and Logic". The learning from this training has been and will continue to be shared with the administration team on a weekly basis as they continue to develop their skills in providing appropriate interventions and support for struggling/at-risk students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue site plan for stakeholders to	2018/19	Principal, Assistant	Survey stakeholders.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provide feedback to school administration regarding levels of support and qualities of characteristics at school.		Principal, Counselors, Classified Personnel, Teachers				
Recognize and celebrate students, parents, and staff members for high levels of involvement through service to the school through committees and/or volunteerism for specific events.	2018/19	Principal, Assistant Principal, Counselors, Classified Personnel, Teachers	Personal recognition by administration and staff members through publications, in-person, marquee, and announcements. Lancer Awards Ceremony to recognize academic achievement. Rotary Top 100 supplies: flowers, certificates, program. Graduation ceremony.	None Specified 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	None Specified LCFF - Base LCFF - Base LCFF - Base	 2,000 500 8,000
Support of students, specifically FY, LI, and EL students to access curriculum.	2018/19	Principal, Assistant Principal, Counselors, Classified Personnel, Teachers	Mental Health Liaison (with Medical Benefits) provided through the LCAP (supplemental grant funds) to train school personnel to meet the needs of students for issues including homelessness, family concerns, self-harm, and abuse to name a few. Truancy/Attendance meetings.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			School supplies, backpacks, bus passes, and personal hygiene supplies provided for LI and FY students.	4000-4999: Books And Supplies	District Funded	
			Restorative Practices Workshops.	5000-5999: Services And Other Operating Expenditures	District Funded	
			Wellness Committee.	1000-1999: Certificated Personnel Salaries	District Funded	
			Leaders in Resiliency program.	5000-5999: Services And Other Operating Expenditures	District Funded	
Ongoing analysis of grade distributions to guide instruction and interventions.	2018/19	Principal, Assistant Principal, teachers, Leadership Team	Analyzing data and making adjustments to instructional practices as appropriate.	1000-1999: Certificated Personnel Salaries	District Funded	
Continued implementation of Think Again! Intervention and Leaders in Resiliency programs for tobacco, vaping, marijuana, and cyber-bullying as alternatives to suspension. Piloting of Marijuana Education Initiative curriculum as needed.	2018/19	Assistant Principals	Additional materials for Think Again! Saturday learning program.	4000-4999: Books And Supplies	LCFF - Base	250
			Materials for Marijuana Education Initiative program.	5000-5999: Services And Other Operating Expenditures	None Specified	0
			Leaders in Resiliency program.	5000-5999: Services And Other Operating Expenditures	District Funded	
Positive interventions to encourage student participation in school activities (i.e. 5 Star App, LinkCrew Lancer Love campaign, etc.).	2018/19	ASB, Principal, Assistant Principals	Yearly subscription for 5 Star App.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,500
			Materials for Lancer Love campaign	4000-4999: Books And Supplies	LCFF - Base	250
			Support and materials for LinkCrew.	4000-4999: Books And Supplies	LCFF - Base	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student referrals for interventions and supports (RTI).	2018/19	Principal, Assistant Principals, Teachers, Counselors	SST/SIT Team.	1000-1999: Certificated Personnel Salaries	District Funded	
Implementation of district suicide prevention policy and training to all staff.	2018/19	Principal, Assistant Principals, Counselors, Teachers	Staff training.	1000-1999: Certificated Personnel Salaries	District Funded	
Athletics program support to support student extracurricular involvement and student safety including provision of a full-time athletic trainer on site, protective athletic gear, and other program materials.	2018/19	Principal, Assistant Principals, Athletic Director, Trainer	Athletic trainer stipend.	1000-1999: Certificated Personnel Salaries	LCFF - Base	28,125
			Benefits for athletic trainer.	3000-3999: Employee Benefits	LCFF - Base	5,535
			Purchase of new protective gear.	4000-4999: Books And Supplies	LCFF - Base	10,000
			Refurbishing protective gear.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,000
			Athletic program supplies, instructional materials, and equipment.	4000-4999: Books And Supplies	LCFF - Base	77,320

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	706,860	0.00
LCFF - Supplemental	59,912	0.00
Title II Part A: Improving Teacher	47,334	0.00
Title III	1,886	0.00
Agriculture Vocational Incentive	8,889	0.00
Other	34,280	0.00
District Funded		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Agriculture Vocational Incentive	8,889.00
LCFF - Base	706,860.00
LCFF - Supplemental	59,912.00
None Specified	0.00
Other	34,280.00
Title II Part A: Improving Teacher Quality	47,334.00
Title III	1,886.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	129,530.00
2000-2999: Classified Personnel Salaries	49,917.00
3000-3999: Employee Benefits	13,011.00
4000-4999: Books And Supplies	438,636.00
5000-5999: Services And Other Operating Expenditures	228,067.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Agriculture Vocational Incentive	7,689.00
5000-5999: Services And Other Operating	Agriculture Vocational Incentive	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	81,625.00
2000-2999: Classified Personnel Salaries	LCFF - Base	19,500.00
3000-3999: Employee Benefits	LCFF - Base	8,535.00
4000-4999: Books And Supplies	LCFF - Base	403,700.00
5000-5999: Services And Other Operating	LCFF - Base	193,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,505.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,881.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,976.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,800.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,750.00
5000-5999: Services And Other Operating	None Specified	0.00
2000-2999: Classified Personnel Salaries	Other	22,300.00
4000-4999: Books And Supplies	Other	5,480.00
5000-5999: Services And Other Operating	Other	6,500.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,400.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	500.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	18,467.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	22,967.00
1000-1999: Certificated Personnel Salaries	Title III	1,000.00
2000-2999: Classified Personnel Salaries	Title III	236.00
4000-4999: Books And Supplies	Title III	500.00
5000-5999: Services And Other Operating	Title III	150.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	246,192.00
Goal 2	426,739.00
Goal 3	33,000.00
Goal 4	9,500.00
Goal 5	143,730.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Malia Arpon					X
Robert Bradburn		X			
Myra Deister		X			
Jane Kang				X	
Jasmine Koshkerian					X
Kylie Photakis (Student Alt.)					
Charlene Rodriguez			X		
Yolanda Rosales (Classified Alt.)					
Cindy Shin				X	
Regina Taylor (Teacher Alt.)					
Diana Trout (Parent Alt.)					
Allen Whitten	X				
Craig Weinreich (non-voting coord.)					
Numbers of members of each category:	1	2	1	2	2

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

Recommendations and Assurances

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

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

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

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on September 10, 2018.

Attested:

Allen Whitten	_____	_____
Typed Name of School Principal	Signature of School Principal	Date
Robert Bradburn	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date