

The Single Plan for Student Achievement

School: Sonora High School
CDS Code: 3066514- 3037090
District: Fullerton Joint Union High School District
Principal: Adam Bailey
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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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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Sonora High School's Vision and Mission Statements

Vision

Sonora High School is a diverse community dedicated to the academic, personal, and social growth of all student learners within a student-centered environment. Sonora High School encourages students to become life-long learners and contributing members of a democracy in an ever-changing world.

Mission

Sonora High School promotes the success of all students in an atmosphere of mutual respect and caring by the following means:

- * Educating students to reach their highest individual learning potential
- * Fostering in each student an acceptance of ethnic and cultural diversity
- * Promoting school spirit and school loyalty
- * Instilling within each student a commitment to the values of community and the American democratic society

Sonora High School strives for excellence in academics, activities, athletics, and service by:

- * Providing academically challenging programs for students with different interests and abilities
- * Providing a challenging array of curricular, extra-curricular, aesthetic, and athletic programs
- * Providing the tools to access, evaluate and use information from a variety of technological sources
- * Equipping students with the skills necessary for a successful transition to college and career ready

School Profile

Sonora High School (SOHS) was originally built on forty-two acres on the eastern side of La Habra and opened to ninth and tenth graders in 1966, becoming a full, four-year senior high school in 1968. The school was initially planned to provide educational services to the families of 2,000 students, but, as of the October 2017, California Basic Educational Data System (CBEDS) report, the school was serving approximately 1,900 students. The student population is 70.78% Hispanic, 17.34% White, 7.76% Asian, and 7.76% Other. The student enrollment as of August 30, 2018 is 1,819.

The school garnered a number of architectural design awards at its inception, with its nearly entirely indoor, but very open, classroom arrangement. This design, at the time, was considered the epitome of a learning environment that would meet the needs of students, staff members, and the community while maximizing opportunities for student learning. Ten wings, a gymnasium/locker room/pool complex, a food services area, a lecture hall/amphitheater arrangement, and the school offices all surround three large indoor "commons" areas. As times and educational philosophies changed, the school began adding doors to the various classrooms in the wings. Today, nearly all classrooms have doors, with the exception of the 420 Science Wing. Most staff members feel that this has enhanced the ability of their students to concentrate on their learning, paving the way for higher achievement.

The indoor environment has been most favorable from the point of view of safety and togetherness. With limited points of entry to the campus, it is much easier to keep track of both students and visitors. Also, the somewhat forced togetherness, coupled with special programs such as iPath, Agriculture, Athletics, IMPACT, Best Buds, and an active Associated Student Body, has led to the distinctive sense of community among the students, staff, and parents at the school. This pervasive culture has no doubt been a major factor in the recognition by the state as a California Distinguished School four times in the last sixteen years, in 1994, 1996, 2000, and 2007. In the spring of 2008, *Newsweek Magazine* ranked SOHS in the top 1,200 high schools in America based on the Annual Challenge Index of over 27,000 high schools included in the index. SOHS was again honored in 2009, 2010, 2011, 2012, and 2016 as a *Newsweek* Award winner. In 2014, *U.S. News* and *World Report* ranked SOHS in the top 1,000 high schools in the Nation and top 250 high schools in the State of California. In 2016, *Newsweek Magazine* ranked SOHS as one of the top high schools that do an excellent job of preparing students for college while also overcoming the obstacles posed by students at an economic disadvantage.

In fall of 2010, SOHS became a Schoolwide Title I Program school. This designation continues today and provides greater opportunities to the entire at-risk student body population. A critical aspect of the Schoolwide Title I Program designation is the consolidation of State and Federal Funding. As a comprehensive high school, SOHS offers a wide range of subjects and programs to meet students' varying needs and interests. All students take the core curriculum to meet graduation requirements and to prepare them for college/career post-secondary education. Special programs exist for students with identified special needs.

SOHS also offers a variety of extra curricular activities for the student body, and students are encouraged to make a connection to the school that includes co- and extra-curricular involvement in sports, student government and leadership, i-PaTh, Agricultural Sciences, Digital Media Arts Academy, Medical Careers Academy, Army Junior Reserve Officers Training Corps (JROTC), Sports Medicine, and/or membership in some of the more than 30 student clubs.

SOHS continues to focus on student achievement through a variety of curricular and programmatic initiatives. The school followed the “intervention” model, in which all students take college preparatory level courses, and students who needed remediation or further assistance were placed in an additional intervention class. This approach, taken throughout the last several years, has significantly reduced the negative effects of English class tracking and has allowed the school more scheduling flexibility for students. Also, intervention support classes were offered in mathematics and English Language Arts (ELA).

Parent participation at SOHS was observable in 2017/18 in almost every aspect of campus life. Parents represented SOHS on the following district and school policy making groups: School Site Council (SSC), Western Association of Schools and Colleges (WASC) focus groups, English Learner Advisory Committee (ELAC), Facility Needs Committee, and other budget committees. Booster clubs were also important factors to the success of the school. In 2010 Aeries, along with the Google Suite of applications including Google Classroom, was made available to parents and guardians, enabling them to become more effective partners in their students’ educations. By the end of 2010 all staff members fully implemented Aeries Browser Interface, making student information available to parents and guardians. Teachers continue to utilize Aeries Communication as a tool to inform parents of students’ academic progress.

SOHS administrators and faculty will continue to implement the research-based instructional strategies that have effectively raised student achievement at SOHS while focusing on the data and needs of each and every student.

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).

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

1. Increased guidance to help students identify, monitor, and achieve post-secondary goals while in high school and to help identify and support struggling students through interventions tailored to their needs.
2. Professional development for staff members to implement the Common Core State Standards (CCSS) and other State standards. Professional development for staff members to learn and collaborate in ways that will integrate best instructional practices with approved standards.
3. Increase the use of technology for students and staff members such that technology is used by both as an instructional tool and learning resource.
4. Increase parental involvement by providing translation in both written and verbal communication. Break down language and cultural barriers with personal contact and through building relationships.
5. Increase student’s opportunities by encouraging them to take dual enrollment courses which would increase the “a – g” completion rate.
6. Focus on critical thinking, college and career level writing, communication, and practical skills students will need after high school.
7. Improve school climate by increasing safety training and creating a climate of customer service to students, parents, and staff members.

SOHS students engaged in several surveys using the Naviance guidance and counseling system. These surveys included career inventories which helped guide potential academic pathways for the students. All students are surveyed annually regarding teacher instruction. Graduating senior students took an exit survey which included questions regarding college acceptance data, career choice data, scholarship data, and guidance data. Staff members were surveyed to determine educational technology usage and

readiness and to determine professional development needs. Parents were surveyed regarding preference in school bell schedules, tutorial opportunities for their students, parent educational opportunities, and facility needs.

After analysis of the survey results the school will continue to provide guidance to students to assist them identify and achieve post-secondary academic and career goals. The school will increase the utilization of technology in the classroom and provide staff members technology training opportunities.

Classroom Observations

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

During the 2017/18 school year both formal and informal observations took place. Prior to classroom observations SOHS administrators met with faculty members to discuss goals and opportunities for professional growth. Administrators formally evaluated 35 certificated staff members, 17 of whom were probationary teachers, requiring two observations each, for a total of 69 formal classroom observations. After each formal observation a post-observation conference was held to reflect on performance. Additionally, our administrative team documented over 1,200 observations of our 70 active classrooms. These observations were recorded by each administrator on a Google Spreadsheet. Administrative Classroom observations were also documented by administrators using high-quality instruction indicators. Administrators also provide feedback to the teachers with two points to glow on and one point of growth for them.

The Principal offered campus tours for parents, potential students, and community members, whenever requests were made. Staff members appreciated the visibility in the classroom and felt this was an excellent method to demonstrate the excellent academics, athletics, and activities available at SOHS for students.

For the 2018/19 school year 40 certificated staff members will have formal evaluations. Among these 40 certificated staff members nine members are probationary teachers. These evaluations will be administered in accordance with the agreed upon District/ Fullerton Secondary Teachers Organization (FSTO) evaluation criteria. The evaluation process will fulfill contractual and Education Code directives will facilitate a professional conversation regarding curriculum, instruction, assessment, and climate.

The District has hired an English and mathematics Teacher on Special Assignment (TOSA). These content experts will work in conjunction with the site ELA and mathematics coaches to ensure staff members receive the assistance they require to implement CCSS based curriculum.

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 2017/18 school year, SOHS teachers and administration will use assessment data from state assessments like the California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), Preliminary Scholastic Assessment Test (PSAT)/Scholastic Assessment Test (SAT), International Baccalaureate (IB)/Advanced Placement (AP), and the Nelson Denny Test to drive instruction. Teachers will also use common assessments built at the site and within the District Curriculum Committee Meetings to drive their instruction. The District Committee Meetings are designed for staff members at other District sites to share best instructional practices and plan professional development opportunities. Incoming 9th grade students were assessed in Mathematics Diagnostics Placement Test (MDPT) and the Nelson-Denny to determine appropriate math and English placement based on their results. Guidance Counselors at SOHS was able to place students in the appropriate classes and support classes over the summer so students began to receive supports beginning on Day One at SOHS.

Departments and curriculum teams will begin to work on WASC Goal #2; which states: With a need to focus on developing common formative and summative assessments that address common core standards, collected data will be analyzed in department and Professional Learning Community (PLC) team meetings. Through this collaborative practice, data driven instruction and best practice discussions will occur. Additionally, the students will receive timely feedback for improvement. Included in the goal is the use of technology to facilitate the collection of the aforementioned data. To take these steps the departments and curriculum teams will begin to develop common core-based pacing guides. Once they have this step, then we will move into the development of common assessments, data analysis and finally get to the point where we will have classroom visits to look at the most effective instructional strategies being used in the classrooms. The data from these assessments will also be used to drive instruction within the

Departments and curriculum teams will continue to utilize formative and summative assessment data to adjust and modify instruction. COMPASS test data will be utilized to place students into Fullerton College approved mathematics courses to assist students to become college ready and avoid the need for remediation courses once the student is enrolled in college.

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

Classroom teachers use teacher generated exams and common, formative assessments to yield data regarding student achievement in their classrooms. From these data, teacher teams meet in PLCs to review instruction and modify instructional plans for the students in their classrooms. Certificated staff members used data from Illuminate, including demographic data, to differentiate learning. Practice CAASPP tests, reflecting CCSS, were given to provide initial data to staff members regarding the new testing model.

Staffing and Professional Development

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

The vast majority of our teachers are highly qualified. Our area of deficiency is with our Special Education Special Day Class teachers who are 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)

All teachers are provided with instructional materials that are standards based and approved by the District. All teachers have professional development provided by the District in their specific content area and professional development provided by the school in such areas as Google Apps for Educations and PLCs. Teachers new to instruction in AP/IB courses, or when an AP/IB course syllabus has been updated, attend training specific to the content area.

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

The District develops a Professional Development Plan that is used at SOHS to assist staff members in the review, selection, and participation in staff development opportunities. Proposed staff development opportunities are reviewed by the Assistant Principal of Instruction and Operations (APIO) and Principal before they are approved. The SOHS administrative team reviews the application to make sure they are in alignment with content standards in each subject area and the goals listed in our SPSA. To ensure students are prepared to meet or exceed standards in English and mathematics the District has provided additional support in the form of curricular specialists. In addition the school has on-site curricular coaches to provide teachers support in aligning curriculum to common core standards. SOHS teachers meet with teachers from the component middle schools to articulate curriculum.

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 a variety of areas such as math, English, and science. In math, a content expert provides ongoing professional development during the summer and throughout the year for all math teachers. Most of our teachers have attended at least one of these sessions so far. English has been involved with Action Learning Systems to create deeper understanding of best instructional practices to create greater opportunity for student success. Social science received training in Document Based Questions (DBQ) which is closely aligned to CCSS. Science has been involved in ongoing training with regards to Next Generation Science Standards (NGSS). All other departments are seeking professional development through their professional organizations such as culinary and theater attending conferences regarding how the common core specifically relates to their curriculum. The District will be providing monthly training for Special Education teachers to review best practices regarding delivery of instruction, Individualized Education Program (IEP) management, Special Education Information System (SEIS) usage and capacity, and student health monitoring. The District will be providing teachers the opportunity to participate in technology training each month. The implementation of Google Apps for Education and a variety of additional instructional based technology resources will be explained.

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

Curriculum teams meet monthly to discuss unit planning, pacing, student data and how to support those students who may need additional support. Site department and subject area team meet regularly in PLCs and department meetings to discuss unit planning, pacing, best practice, and student achievement data. Discussions also include instructional strategies to support academic achievement and provide academic interventions as required. Articulation among teachers at all the District school sites continues through the curriculum committees.

Teaching and Learning

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

All curriculum, instruction and materials are aligned to content and performance standards as evidenced by pacing guides, syllabi and teacher collaboration.

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)

Not applicable

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

All students have access to standards based instructional materials per the Williams Settlement Act.

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)

All materials are standards based and all core courses are standards aligned. Incoming 8th grade students identified as at-risk are placed in the i-Path summer school program. Many of these students remain in the program during freshmen year to assist them make a successful transition to high school. The Raider Revolution tutorial intervention is assigned to under performing students to provide them additional academic support embedded in the school day. Teacher lead tutoring is available after school everyday.

Opportunity and Equal Educational Access

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

Students who show deficits in English per their teacher recommendations, grades, and test scores can be assigned to an English support class, READ 180. Math students who do not show proficiency on their MDPT placement test for Algebra 1, given before the 9th grade year, are assigned to either Math Essentials which runs ALEKS, which is a self-paced computer math program for basic Algebra skills or Algebra Foundations Course which spreads Algebraic concepts over a two year period instead of the one year Algebra One. SOHS Raider Revolution intervention is assigned to under performing students to gain tutoring and teacher assisted studying opportunities embedded in the school day. Teacher led tutoring is available after school everyday.

14. Research-based educational practices to raise student achievement

Sonora students have open access to enroll in AP/IB courses and are afforded the opportunity to take college preparation assessments including, PSAT, SAT, American College Testing (ACT), and Early Assessment Program (EAP). SOHS seniors are also able to enroll in the CSU approved Expository Reading and Writing Course (ERWC). Support classes are available for under performing students. SOHS Raider Revolution intervention is assigned to under performing students to gain tutoring and teacher assisted studying opportunities embedded in the school day.

Parental Involvement

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

SOHS Raider Revolution intervention is assigned to under performing students to gain tutoring and teacher assisted studying opportunities embedded in the school day. After school tutoring is available to all students five days a week. Many teachers offer tutoring after school as well for their individual subject areas. For enrichment, the school will be offering SAT prep classes. There are academic Saturday Schools starting in October 2018 with National Honor Society Tutors to help facilitate the academic development of the students in attendance. Students who are in the Student Intervention Team (SIT) Process and students who are being served by a 504 will use the Academic Saturday School as an intervention to assist in any area that they have academic deficiencies. The SOHS Parent, Teacher, Student Association (PTSA), ELAC, and SSC are active in providing support for all students.

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)

At SOHS our parents and community members, teachers, other school personnel and students have many opportunities to be involved in the planning, implementation, and evaluation of Consolidated Application programs to include: PTSA, SSC, ELAC, and District English Learner Advisory Committee (DELAC). SOHS students become further involved in the planning, implementation, and evaluation of Consolidated Application programs during Student Council Meetings.

Funding

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

Categorical funds are used to provide Saturday School teacher support for credit recovery, after school tutoring, support classes, technology for classes, and classified support in meeting needs of under-performing students.

18. Fiscal support (EPC)

The District provides the school a budget to meet the needs of all students.

Description of Barriers and Related School Goals

SOHS barriers and related schools goals which have impacted the LCAP goals:

- SOHS students will demonstrate improved academic achievement through a focus on schoolwide literacy: reading, writing, and numeracy.
- SOHS students will have Open Access to all Honors/AP/IB courses.
- SOHS students will demonstrate increased ownership of their academic learning and for their educational/career futures as they prepare for post-secondary education.
- SOHS will focus on the enhancement and expansion of college/career pathway programs and will also focus on completion of Career Technical Education (CTE) courses.
- SOHS students' completion rate of "a – g" requirements for post-secondary education will improve.
- SOHS will continue to develop a network of support programs for student achievement by providing Tutoring Programs, Student Intervention Team (SIT), Raider Revolution intervention program, iPath at-risk student intervention program, 6+ Year Educational/Career Plans and Annual Intervention Counseling programs including Naviance.
- SOHS staff members will develop/review common core pacing guides/scoping sequences that will lead to the development of common assessments in their PLCs. With the development of common assessments each department will have data analysis tool to drive instruction.
- SOHS will create a positive, college and career bound culture through community outreach and involvement, increased parent involvement, expanded student participation in extracurricular opportunities, and increased school spirit.
- SOHS will continue to foster technology use that will impact teaching and learning. Teachers will be able to design and infuse digital learning experiences that utilize technology. The goal will be to transform learning experiences so they result in higher levels of achievement for students.

Continue to improve and expand interdepartmental communication and collaboration focused on closing the achievement gap of our English Language Learners (ELL) and students who receive special educational services.

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 | 439 | 501 | 420 | 432 | 498 | 418 | 432 | 498 | 418 | 98.4 | 99.4 | 99.52 |
| All Grades | 439 | 501 | 420 | 432 | 498 | 418 | 432 | 498 | 418 | 98.4 | 99.4 | 99.52 |

* 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 | 2635.4 | 2652.2 | 2645.5 | 34 | 42.97 | 39 | 36 | 33.73 | 36 | 25 | 17.67 | 16 | 5 | 5.62 | 9 |
| All Grades | N/A | N/A | N/A | 34 | 42.97 | 39 | 36 | 33.73 | 36 | 25 | 17.67 | 16 | 5 | 5.62 | 9 |

| 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 | 33 | 45.38 | 43 | 57 | 42.97 | 42 | 10 | 11.65 | 15 |
| All Grades | 33 | 45.38 | 43 | 57 | 42.97 | 42 | 10 | 11.65 | 15 |

| 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 | 47 | 54.02 | 54 | 45 | 39.36 | 38 | 8 | 6.63 | 7 |
| All Grades | 47 | 54.02 | 54 | 45 | 39.36 | 38 | 8 | 6.63 | 7 |

| 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 | 26 | 35.54 | 30 | 64 | 56.43 | 62 | 9 | 8.03 | 8 |
| All Grades | 26 | 35.54 | 30 | 64 | 56.43 | 62 | 9 | 8.03 | 8 |

| 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 | 45 | 50.60 | 50 | 51 | 42.77 | 40 | 3 | 6.63 | 10 |
| All Grades | 45 | 50.60 | 50 | 51 | 42.77 | 40 | 3 | 6.63 | 10 |

Conclusions based on this data:

1. The English department will analyze their data to determine which strand they would have to improve/emphasize for the next year.
2. The English, world language, and social science department will infuse literacy in their assessments and within their units of study.
3. The school will deploy pacing guides and scope and sequence guides that will address content literacy standards.

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 | 438 | 500 | 420 | 430 | 497 | 419 | 430 | 497 | 419 | 98.2 | 99.4 | 99.76 |
| All Grades | 438 | 500 | 420 | 430 | 497 | 419 | 430 | 497 | 419 | 98.2 | 99.4 | 99.76 |

* 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 | 2600.6 | 2602.6 | 2597.6 | 16 | 20.52 | 17 | 27 | 21.53 | 25 | 27 | 24.75 | 25 | 31 | 33.20 | 33 |
| All Grades | N/A | N/A | N/A | 16 | 20.52 | 17 | 27 | 21.53 | 25 | 27 | 24.75 | 25 | 31 | 33.20 | 33 |

| 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 | 29 | 31.99 | 31 | 35 | 26.56 | 31 | 36 | 41.45 | 39 |
| All Grades | 29 | 31.99 | 31 | 35 | 26.56 | 31 | 36 | 41.45 | 39 |

| 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 | 17 | 20.32 | 18 | 60 | 53.12 | 47 | 23 | 26.56 | 47 |
| All Grades | 17 | 20.32 | 18 | 60 | 53.12 | 47 | 23 | 26.56 | 47 |

| 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 | 19 | 22.33 | 21 | 58 | 58.35 | 56 | 22 | 19.32 | 24 |
| All Grades | 19 | 22.33 | 21 | 58 | 58.35 | 56 | 22 | 19.32 | 24 |

Conclusions based on this data:

1. There was a major increase in students who scored "Below Standard" in the the target area of Problem Solving and Modeling. We need to analyze this more to determine the best way decrease in this area next year.

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 | 52 | 0 | 0 | 29 | 0 | 0 | 14 | 0 | 0 | 5 | 0 | 0 |

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 | 4 | 6 | | 42 | 40 | | 48 | 42 | | 4 | 10 | | 2 | 2 | |
| 10 | 2 | 6 | | 42 | 49 | | 35 | 43 | | 16 | 3 | | 5 | | |
| 11 | 11 | 14 | | 44 | 43 | | 39 | 30 | | 3 | 8 | | 3 | 5 | |
| 12 | 23 | | | 46 | 48 | | 19 | 38 | | 4 | 5 | | 8 | 10 | |
| Total | 8 | 7 | | 43 | 44 | | 38 | 39 | | 7 | 7 | | 4 | 3 | |

Conclusions based on this data:

1. The majority of students tested are scoring in the intermediate and early advanced bands.
2. 11th and 12th grade students comprise the majority of students in the early advanced and advanced bands.
3. Progression of students tested from year to year requires analysis to determine effectiveness of current interventions.

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 | 21 | 9 | | 36 | 39 | | 34 | 42 | | 5 | 9 | | 4 | 2 | |
| 10 | 2 | 5 | | 41 | 49 | | 33 | 43 | | 15 | 3 | | 9 | | |
| 11 | 10 | 13 | | 40 | 43 | | 45 | 30 | | 3 | 8 | | 3 | 8 | |
| 12 | 23 | | | 42 | 52 | | 19 | 35 | | 6 | 4 | | 10 | 9 | |
| Total | 14 | 8 | | 39 | 44 | | 34 | 38 | | 7 | 6 | | 6 | 4 | |

Conclusions based on this data:

1.

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 | | |
| | | | | | | | | | | | | |

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 21st century skills (State Priority 4 and 8). |
| SCHOOL GOAL #1: |
| All SOHS 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 21st century skills. This goal aligns with SOHS WASC goals 1, 2, & 3. This school goal relates to Board of Trustees Priorities A (Preserve Core Programs), E (Common Core Standards), F (Technology Plan), H (At-Risk Students) and District Goal 1 (High-quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation) and District Goal 4 (Sound management of District resources will be provided). |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• Benchmark exam results in English, math, science, and social science• California Assessment of Student Performance and Progress (CAASPP) test results• CAASPP Results by subgroups• Document Based Question (DBQ) Project• Reports of student grades by teacher (Examination of D/F Rates)• Close examination of credits earned by students by examination of student transcripts• California Science Test (CAST) Data• Program reports on retention and outcomes for interventions and curricular programs (Career Technical Education, California Partnership Academies)• Enrollment and retention data for honors, AP and IB• California Alternative Assessments (CAA)• English Language Proficiency Assessments for California (ELPAC) Data• Teacher professional development report• Curriculum team meeting agendas• Early Assessment Program (EAP) embedded in the CAASPP |
| Findings from the Analysis of this Data: |
| To analyze the data provided, continued training on illuminate and Google Applications for Education should be provided to all teachers to assist with data analysis on assessments to identify gaps in learning. Professional Learning Communities (PLCs) will establish SMART Goals to drive the curriculum teams within each department. The departments will develop scope and sequence/pacing guides, common assessments, and data collection tools. The analysis of this data will drive the instruction to increase |

student learning among all students. Teachers should develop and implement data-driven best practices learned during professional development. Teacher leaders will assist their colleagues in the implementation of these data-driven best practices through possible teacher-led classroom walk-throughs. The disaggregation of Raider Revolution and iPath data will determine effectiveness of these programs with regards to D/F rate. Administration and teachers will analyze D/F rates on a consistent basis. Enrollment in Counseling 100, CTE courses leading to pathway completion, AP/IB/Honors access and AP/IB tests taken/pass rate are improving each year and continue the need to be monitored.

How the School will Evaluate the Progress of this Goal:

- Enrollment in AP/IB/Honors courses and students' scores from year to year
- “a – g” completion rate percentage from year to year
- ELPAC results and reclassification rate
- Constant monitoring of SMART Goals
- Student D/F rate by course from year to year from grade reports
- ERWC completion rate from year to year
- Students enrolled and completion rates of CTE pathway courses
- Counseling 100 enrollment
- Progress towards meeting IEP Goals
- Department data analysis of common assessments
- Classroom observations
- Monitor achievement of ELL and SPED populations and compare to schoolwide achievement results

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|--------------------------------------|--|--|---------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Alignment of instruction with content standards: <ul style="list-style-type: none"> • Standards-based curriculum and instruction • Alignment of placement criteria with student needs for placement in Math and Reading Intervention classes • Assistant Principal of Student Services to support the academic | August 2018 to August 2019 | Administration | Portion of APSS Salary | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 52,238 |
| | | Assistant Principal Student Services | Portion of APSS Salary | 1000-1999: Certificated Personnel Salaries | Local Categorical | 55,044 |
| | | Department Chairs | Department PLC meetings | 2000-2999: Classified Personnel Salaries | District Funded | |
| | | Community Liason | High-quality Instructional Strategies Training Community Liason | 2000-2999: Classified Personnel Salaries | Title III Immigrant Education Program | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|---|--|--|-----------------------------------|--------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>achievement of Title I and EL students. There will be Round Table meetings with all teachers on ELPAC Levels and EL Teaching Strategies.</p> <ul style="list-style-type: none"> The community liaison will work with families and students at Saturday School tutorials offered at optional Saturday School. Collaborating on curriculum alignment and benchmark exams utilizing texts and instructional materials Ongoing teacher and department PLC to articulate scope and sequence in core classes Collaboration between intervention classes (READ 180 and iPath classes) and core curricular areas to support standards based instruction | | | | | | |
| <p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> Purchase supplemental materials, like Thinking Maps, to support Socio-Economic Disadvantaged, | August 2018 to August 2019 | <p>Administration</p> <p>Assistant Principal of Pupil Services</p> <p>Assistant Principal of Student Services</p> | <p>Instructional Materials</p> <p>Substitute costs</p> | <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Title I</p> <p>LCFF - Base</p> | <p>107,000.00</p> <p>7,877</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|--------------------------|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>EL Students, and Special Education students in the core content classes</p> <ul style="list-style-type: none"> • Use of SDAIE, Scaffolding, and Differentiated Instruction to support SES and EL. • Round Table in EL Strategies training by Assistant Principal of Student Services • Differentiated instruction to support our students with disabilities in accommodations and modifications by the Assistant Principal of Pupil Services. • Use of Professional Learning Communities for teacher collaboration and identification of instructional best practices • Increase the number of teachers trained to support At-Risk interventions classes • Support requirements of student intervention program • Provide staff development | | <p>Department Chairs</p> <p>Classroom Teachers</p> | Substitute costs | 1000-1999: Certificated Personnel Salaries | Title I | 1,500 |
| | | | Professional Development | 5000-5999: Services And Other Operating Expenditures | General Fund | 5,000 |
| | | | Professional Development | 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 4,444 |
| | | | ELA TOSA | 1000-1999: Certificated Personnel Salaries | District Funded | |
| | | | Mathematics TOSA | 1000-1999: Certificated Personnel Salaries | District Funded | |
| | | | Science TOSA | 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 |
| for teachers <ul style="list-style-type: none"> • Provide substitutes for PLC groups to grade common assessments • Provide substitutes for staff development • ELA TOSA • Mathematics TOSA • Science TOSA | | | | | | |
| Extended learning time: <ul style="list-style-type: none"> • Provide peer and staff tutoring after school • Provide computer and internet access for students throughout the school day • Saturday School for Academic Improvement • Restorative Intervention Practices Days at least once a week. | August 2018 to May 2019 | Assistant Principal Student Services | Teacher Hourly Pay Materials to provide proven instructional strategies, including technology for at-risk students. | 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies | Title I Title I | 37,492 48,000 |
| Increased educational opportunity: <ul style="list-style-type: none"> • Provide Math intervention program (ALEKS) to support our At-Risk | August 2018 to May 2019 | Administration | ALEKS Math Intervention Program built within the Master Schedule at no cost | 4000-4999: Books And Supplies | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|-----------------------|--|--|--|------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>students</p> <ul style="list-style-type: none"> • Provide ELA intervention program (READ 180) to support our At-Risk students • Instructional Aide for at risk general education support classes • Provide I-Path tutors • Provide Instructional Aides for Special Education Program • Utilize teacher and department PLCs for course-alike teachers to review student data, identify best instructional practices, and collaborate to improve student achievement • AP/IB teachers to review student data and collaborate to improve student achievement. • I-Path Program for At-Risk Students | | | <p>I-Path Tutor Salaries</p> <p>Portion of I-Path Teachers Salaries</p> <p>READ-180 ELA Intervention Program</p> <p>At-Risk general education Instructional Aide Salary</p> <p>Instructional Aides for our students who receive Special Educational Services</p> | <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>Title I</p> <p>LCFF - Supplemental</p> <p>District Funded</p> <p>District Funded</p> <p>District Funded</p> | <p>19,000</p> <p>135,971</p> |
| <p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • Professional development on instructional strategies | August 2018 to May 2019 | Administration | Presentation time built into schedule; no cost | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>to support at-risk students, EL students and Students with Disabilities</p> <ul style="list-style-type: none"> Professional Learning Community (PLC) for teachers and departments Program presentations to staff regarding on campus programs EL and Special Education Round-Table Meetings to meet with staff to let them know of the needs of students more on a personal level. Presentations by counselors to staff regarding college admissions <p>Staff Development and professional collaboration:</p> <ul style="list-style-type: none"> Professional Learning Communities Smaller Learning Community – Medical Careers Academy Smaller Learning Community – Agriculture Department | | | <p>Round-Table Meetings held during conference periods at no cost</p> <p>PLC Time built within the master schedule</p> | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|---|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Vertical and Horizontal Collaboration and Curricular Alignment during PLC time. | | | | | | |
| <p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Common Assessment Results via Illuminate AERIES Grade Reports and attendance reports CAASP Results California Post-Secondary Education Commission Reports College admissions reports Standardized test scores AP and IB Results SAT/ACT Results EAP Results Progress Report on IEP Goals | August 2017 to May 2018 | Administration Counseling Department Classroom Teachers | Monitoring time built into schedule; no cost | | | |
| <p>Purchase software programs and site licenses for programs to assist with research and writing:</p> <ul style="list-style-type: none"> Subscription for library | August 2018 - May 2019 | Administration | Alexandria and GALE | 5000-5999: Services And Other Operating Expenditures | District Funded | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------------------|--|---|---|--|---------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>research software</p> <ul style="list-style-type: none"> Site license for on-line plagiarism prevention program called Turnitin NoRedInk allows teachers to give students extra practice with commas, capitalization, and run-on sentences, while also being able to track whether students have completed assignments and whether they have mastered the topic. Teachers will likely want to start by issuing students a diagnostic exam, making sure to customize it to students' specific areas of need. After that, teachers could assign students practice for homework, focusing either on the whole class or adjusting assignments to students' specific needs based on the diagnostic results. | | | <p>Turn-it-in.com site license</p> <p>NoRedInk services</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>District Funded</p> <p>General Fund</p> | <p>6,000</p> <p>9,000</p> |
| <p>Ensure proper course placement of incoming freshmen students:</p> <ul style="list-style-type: none"> Utilize Nelson-Denny assessment for all incoming 9th graders to determine if READ 180 is | <p>August 2018 to August 2019</p> | <p>Administration</p> <p>Counseling Department</p> <p>Math Chair</p> <p>English TOSA</p> | <p>Substitute costs</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>LCFF - Base</p> | <p>1,500</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|--|---|--|---|-----------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>necessary.</p> <ul style="list-style-type: none"> Utilize Mathematics Diagnostic Testing Project (MDPT) assessment for all incoming 9th graders to ensure proper mathematics placement Middle school articulation to create better understanding of student learning experiences and expectations to determine if iPath placement is appropriate. | | iPath Teachers | | | | |
| <p>Promote support for more rigorous curriculum for all students by:</p> <ul style="list-style-type: none"> Provide ELA and Mathematics support classes Depth of Knowledge Focus on Professional Development Days | August 2018 to August 2019 | Administration Counseling Department Math Chair ELA Chair | <p>English/Reading support with READ 180</p> <p>Algebra support classes (Math Essentials and Math Foundations)</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>District Funded</p> <p>District Funded</p> | <p>75,000</p> <p>75,000</p> |
| <p>Focus staff development/conferences/subs/outside of class time on:</p> <p>WASC Goal #2: With a need to focus on developing common formative and summative assessments that address common core standards, collected data will be analyzed in department and PLC team meetings.</p> | August 2018 to May 2019 | Administration APIO Tech Coaches | <p>Professional Development related to technology built within the Master Calendar at no cost</p> <p>EAG Student Centered Learning Initiative</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> | <p>District Funded</p> <p>Title I</p> | <p>49,000.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|----------------------------------|---|----------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| <p>Through this collaborative practice, data driven instruction and best practice discussions will occur. Additionally, the students will receive timely feedback for improvement. Included in the goal is the use of technology to facilitate the collection of the aforementioned data.</p> <ul style="list-style-type: none"> * We will develop common core pacing guides/scope and sequences * We will develop common assessments based on the pacing and common assessments * We will develop experts within each department who will be an instructional coach on how to implement highly effective instructional strategies <p>SAMR Training for all teachers: SAMR (Substitution/Augmentation/Modification/Replacement) is a model designed to help educators infuse technology into teaching and learning. The model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students.</p> <p>Conferences: CUE(Computer Using Educators) annual conference in Palm Springs. Conference addresses teacher instructional goals and strategies for Title 1 students to support use of technology. Teachers and administrators learned specific techniques and strategies to reach at</p> | | | <p>Cue Conference Attendance</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>Title I</p> | <p>1,125</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|---|---|--|-----------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| risk students regardless of their technological experience. | | | | | | |
| Counselors to provide opportunities for all students to have access to Honors/AP/IB courses. Counseling 100 course open to all seniors and more juniors. | August 2018-August 2019 | Counselors | Counseling 100 Courses in the fall and in the spring at no cost | | | |
| MDPT (Mathematics Diagnostics Placement Tests) assessment for all incoming 9th grade students to ensure proper math placement. Nelson-Denny reading assessment for all 9th graders to determine if placement in READ 180 is an appropriate intervention. | May 2018 to August 2019 | ELA and Math certificated staff members | Test Materials | 4000-4999: Books And Supplies | District Funded | |
| Continued professional development regarding the use of the newest features of Aeries, and GAFE (Google Apps for Education) | August 2018 to August 2019 | Certificated | Release time | 1000-1999: Certificated Personnel Salaries | District Funded | |
| Release time for subject group teachers in ELA, Mathematics, Science, Social Science departments to collaborate. * We will develop common core pacing guides/scope and sequences * We will develop common assessments based on the pacing and common assessments * We will develop experts within each department who will be an instructional coach on how to implement highly effective | August 2018 to August 2019 | Certificated staff Members | Release Time (Substitute Cost) | 1000-1999: Certificated Personnel Salaries | District Funded | 15,750.00 |

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

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 students in “a – g” requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses (State Priority 1 and 7).

SCHOOL GOAL #2:

SOHS 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 students in “a – g” requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses. This goal aligns with SOHS WASC goals 1, 2, & 3. This goal relates to Board of Trustees Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students). This goal relates to District Goal 1 (High-quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district).

Data Used to Form this Goal:

- “a – g” completion rate
- Number of AP/IB exams taken
- Annual enrollment and pathway data from the California Post Secondary Education Commission
- Number of unduplicated students enrolled in honors classes
- CTE course offerings and pathways
- Enrollment in academies and programs
- Annual SARC findings

Findings from the Analysis of this Data:

49.7% of the Class of 2018 successfully completed “a – g” requirements. The number of AP examinations taken was 657 with a 67% overall pass rate. The number of IB Examinations taken increased from 246 in 2017 to 312 in 2018. A variety of CTE courses and pathways are offered but needs to be expanded to reflect student interest and future career and skill needs.

How the School will Evaluate the Progress of this Goal:

- Aeries CSU and UC Eligibility Reports
- Graduate “a – g” completion data

- California public college enrollment data
- Private college admissions reports to school
- EAP Data
- OTIS Report

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|---|---|---|--|----------------------------------|
| | | | Description | Type | Funding Source | Amount |
| Provide AP/IB training for teachers new to AP/IB due to increase program enrollment as we enable addition access to post-secondary classes for at risk students | August 2018 to August 2019 | Administration APIO IB Coordinator IB Teachers | Teachers attend AP/IB conferences (Registration/Travel/Lodging) | 5000-5999: Services And Other Operating Expenditures | Title I | 8,000.00 |
| <p>To improve student performance in mathematics and increase access to higher level math courses:</p> <ul style="list-style-type: none"> • Restructure of Algebra 1 placement examinations to offer intervention classes based on this placement data. • Promote preparation for the math placement examination for college with Math 20 course offering • Offer mathematics support classes for Mild/Moderate special education students • Special Education instructional aides help | August 2018 to August 2019 | Administration APIO Math Department Chairperson Special Education Department Chairperson | <p>Math Essentials and Math Foundations</p> <p>Special Education support classes</p> <p>Special Education instructional aides</p> <p>After-School Tutoring</p> <p>PLC Time within the math department; no cost because the time is built within the Master Schedule</p> <p>Wireless Tablets</p> | <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> | <p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>Title I</p> <p>Title I</p> | <p>14,000.00</p> <p>6,144.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|-----------------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| individualize instruction <ul style="list-style-type: none"> • Purchase technology for mathematics class support • Provide after school tutoring • Curriculum team meetings that utilize assessment data to inform instruction • Discussion of grading practices among the math department | | | | | | |
| To support student interest in CTE: <ul style="list-style-type: none"> • Evaluate current offerings and determine if student needs are fulfilled • Survey students to determine interest in additional CTE pathways • Evaluate current trends in the job market to ensure that the CTE Offerings are appropriate for the students. | August 2018 to August 2019 | Administration APIO | Planning and research of current market trends; no cost Survey of the students; no cost | | | |
| To improve student performance in ELA and increase access to higher level ELA courses: <ul style="list-style-type: none"> • Continue to offer ERWC | August 2018 to August 2019 | Administration ELA Chair | ERWC is currently offered as an English 12 course; no additional cost ERWC modules; no cost | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|---|--|---|--|--|
| | | | Description | Type | Funding Source | Amount |
| for all students <ul style="list-style-type: none"> ERWC modules to be introduced in English 9, 10, and 11 classes Placement/monitor of students who enrolled in READ 180 Provide after school tutoring Curriculum team meetings that utilize assessment data to inform instruction | | | Tutoring listed in goal 1 Collaboration time in schedule; no cost READ 180 offered within the Master Schedule; no cost | | | |
| Support and enhance CTE Pathway Programs: <ul style="list-style-type: none"> Culinary Pathway Digital Media Arts Pathway | August 2018 to August 2019 | Administration APIO | Culinary Arts Kitchen Upgrade to industry standards Digital Media Arts upgrade to industry standards | 6000-6999: Capital Outlay 6000-6999: Capital Outlay | California Partnership Academies California Partnership Academies | |
| Support and enhance CTE academies and pathway programs: <ul style="list-style-type: none"> Agriculture Pathway Medical Careers Pathway Digital Media Arts Pathway | August 2018 to August 2019 | Administration CTE Coordinator Pathway Teachers | Agriculture CTE teachers additional duties stipends CTE program enhancements Portion of CTE Coordinator salary Medical Careers Instructional Materials | 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 6000-6999: Capital Outlay 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies | Agriculture Vocational Incentive Other Other California Partnership Academies California Partnership Academies | 15,000.00 4,000.00 13,000.00 30,000.00 50,000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|--|--|-------------------------------|----------------------------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| | | | Digital Media Arts Instructional Materials | 4000-4999: Books And Supplies | California Partnership Academies | 32,000.00 |
| To improve student performance and increase access to Post-Secondary AP/IB courses: <ul style="list-style-type: none"> Purchase supplemental instructional materials for AP/IB classes to support at risk students enrolled in these advanced classes | August 2018 to August 2019 | APIO IB Coordinator AP Coordinator | IB Program | 4000-4999: Books And Supplies | Title I | 50,000 |
| | | | AP Program | 4000-4999: Books And Supplies | Title I | 10,000 |
| | | | IB Program | 4000-4999: Books And Supplies | Title I | 50,000 |
| | | | AP Program | 4000-4999: Books And Supplies | Title I | 10,000 |

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 Priority 1 and 2). |
| SCHOOL GOAL #3: |
| SOHS will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. This goal aligns with SOHS WASC goals 2 & 3. This goal relates to Board of Trustees Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), H (At-Risk Students) and District Goal 1 (High-quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation) and Goal 3 (Adequate and secure physical facilities, grounds and equipment will be provided and satisfactorily maintained). |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• Williams' Settlement Report• School Accountability Report Card• Stakeholder survey result• Professional development agendas/sign-in sheets and evaluations.• CBEDS• Facilities rating reports• Work order Summaries |
| Findings from the Analysis of this Data: |
| There were no Williams' Settlement reports for SOHS. In 2017/18, SOHS implemented seven early release dates for professional development and curriculum team meetings. SOHS teachers were involved in professional development sessions gear towards classroom objectives and assessments. District and school sponsored professional development time provide ongoing learning opportunities for staff in High-quality Instructional Practices, DBQ and Common Core alignment and technology training. School Leadership meetings provide a forum to disseminate information to staff and provide a platform for school planning. Staff meetings provide a forum for staff development and to disseminate information. Basic services will continued to be monitored to ensure SOHS provides current, research based instructional practices, implementing common core standards, in a well maintained and safe environment for our students. |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• Review CBEDS data to ascertain the percentage of highly-qualified teachers• Collect agendas and meeting minutes for curriculum team meetings |

- Track the teachers attending professional development
- Textbook inventory is maintained and updated regularly
- Classroom observations
- Williams Settlement Report
- Review work order summaries

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|-----------------------------------|--|---|------------------------------|-----------------|
| | | | Description | Type | Funding Source | Amount |
| Purchase standards-based textbooks and materials as needed to maintain Williams Settlement | August 2018 to August 2019 | APIO | Textbooks, materials | 4000-4999: Books And Supplies | General Fund | 50,000 |
| Conduct needs assessment with Leadership to identify next area of technology expenditures | Fall 2018 | APIO, District staff | Leadership meeting, team decision; no cost | | | |
| Teachers will collaborate during curriculum team meetings to align instruction with common core state standards to ensure compliance with standards based instruction | August 2018 to May 2019 | Administration, Department Chairs | Meeting time built into schedule; no cost | | | |
| Maintain a safe and clean campus: Conduct daily campus walk-throughs to ensure cleanliness and determine areas in need of repair Continually monitor supplies and replenish as needed Submit work orders in a timely manner to ensure required campus maintenance | August 2018 to August 2019 | Administration, Lead Custodian | Cleaning supplies Campus repairs | 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures | General Fund General Fund | 53,611 4,000 |

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 Priority 3 and 5). |
| SCHOOL GOAL #4: |
| SOHS staff members and administration will continue to 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. This goal is in alignment with SOHS WASC Goals 1, 2, & 3. This goal is in alignment with Board of Trustees Priorities A (Preserve Core Programs), C (Employee and District Excellence), and E (Common Core Standards). This goal relates to District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 5 (There will be effective internal and external communications), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district). |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• Website updates• Letters home to parents and students will include Spanish translation• Agendas and minutes from Leadership Team meetings• Agendas and minutes from Department meetings• Automated call system with updated information coupled with e-mails and attachments when appropriate• WASC self-study and visiting committee reports• Naviance student survey• Stakeholder surveys• Agendas and minutes from ELAC and DELAC• Agendas and minutes from School Site Council |
| Findings from the Analysis of this Data: |
| The level of communication both internally and externally is good within the organization. SOHS strives for continued growth and improvement and will endeavor to consistently provide timely and accurate information to all stakeholders. |
| How the School will Evaluate the Progress of this Goal: |
| <ul style="list-style-type: none">• Compare current survey results to previous results• Maintain copies of all site meeting agendas and minutes• Automated call system reports regarding frequency of communications• Upgrade school website |

- Review of meeting agendas and minutes
- Review transition to .org from .net

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|-----------------------|---|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Involvement of parents, staff, and community: <ul style="list-style-type: none"> • Newsletter and Brochures • School Marquee • School Website • AERIES Communication • PTSA Meetings • School Site Council • Back-To-School Night • Open House • College Night • Aeries Browser Interface • Parent Institute for Quality Education (PIQE) • Title III and ELD Parent Night • Articulation with Junior High Schools | August 2018 to August 2019 | Administration | Webmaster stipend | 2000-2999: Classified Personnel Salaries | Title I | 5,000 |
| | | Principal | Leadership stipend to Department Chairs and program coordinators | 1000-1999: Certificated Personnel Salaries | District Funded | |
| | | APSS | Instructional materials to provide effective professional development to teachers, administrators, and ELEC members | 4000-4999: Books And Supplies | Title III | 10,192 |
| | | EL Community Liaison | College Night | 5000-5999: Services And Other Operating Expenditures | Title I | 500 |
| | | | AERIES Communication | 5000-5999: Services And Other Operating Expenditures | District Funded | |
| | | | EL Family Liason | 1000-1999: Certificated Personnel Salaries | District Funded | |
| | | | EL TOSA | 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 |
| <ul style="list-style-type: none"> • Various Athletic and Program Booster/Support Groups • EL Community Liaison • ELD TOSA • Coffee with the principal for EL Parents/students • Academical Focused Optional Saturday School for EL students to bring their parents to acclimate them to the academic setting. • Provide Individual Learning Plans (ILPs) with parents | | | | | | |
| <p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Student Recognition Events • Parent information nights • Open House • School Website • Articulation with Middle Schools | August 2018 to August 2019 | APIO | Advertising and school program flyers | 5000-5999: Services And Other Operating Expenditures | General Fund | 6,000 |
| | | | ELAC meetings - translation services | 1000-1999: Certificated Personnel Salaries | Title III | 1,000 |
| | | | ELAC meetings - supplies | 4000-4999: Books And Supplies | Title III | 1,000 |
| | | | Parent Information Nights | 4000-4999: Books And Supplies | Title I | 500 |
| | | | Articulation with Middle Schools | 1000-1999: Certificated Personnel Salaries | District Funded | 1,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|--|-------------------------|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Marketing Materials ELAC meetings/DELAC | | | | | | |
| <p>Program Monitoring:</p> <ul style="list-style-type: none"> Individual Learning Plans for EL students will be reviewed with parents RFEP Monitoring Plan shared/reviewed with parents via tutoring sheets | August 2018 to August 2019 | Administration APSS EL Community Liaison | EL TOSA | 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 Priority 5 and 6). |
| SCHOOL GOAL #5: |
| SOHS 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. This goal is in alignment with SOHS WASC Goals 1, 2, & 3. This goal relates to Board of Trustees Priorities A (Preserve Core Programs), C (Employee and District Excellence), E (Common Core Standards), F (Technology Plan), and H (At-Risk Students). This goal relates to District Goal 1 (High-quality programs with sufficient breadth and depth will be provided so that students, upon graduation, will have reached or surpassed District achievement standards and will have a satisfactory level of knowledge and skills to continue their formal education and/or enter a productive occupation), District Goal 2 (Students will meet District standards in attendance and personal behavior), District Goal 3 (Adequate and secure physical facilities, grounds and equipment will be provided and satisfactorily maintained), District Goal 4 (Sound management of District resources will be provided), District Goal 5 (There will be effective internal and external communications), District Goal 6 (Students, staff members, parents, and other community members will be properly recognized for their outstanding accomplishments and contributions to the District), District Goal 7 (Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the schools/school district). |
| Data Used to Form this Goal: |
| <ul style="list-style-type: none">• School Accountability Report Card (SARC)• Stakeholder surveys• Academic data from students who attended Restorative Intervention Days• Professional Development agendas and evaluations• Inter/Intra district transfers• School Site Council meeting minutes• Leadership Team meeting minutes• Attendance records• Chronic absentee report• Drop out report• Graduation report• CTE pathway completion report• AP/IB enrollment report• "a – g" completion report• AP/IB examination report |

- Suspension/Expulsion report
- ACCESS referral report
- Student participation in school sponsored clubs
- AERIES and sign-in sheets from tiered levels of intervention
- Lunch Detention-After School Detention-Saturday School-Restorative Intervention Days-Parents/SIT Meeting Notes and student data from participating students.
- Academic data from SIT meetings and the number of SIT Meetings held

Findings from the Analysis of this Data:

While students, staff members, and parents have opportunities to provide input, raise concerns, provide feedback, improving climate and stakeholder satisfaction is an ongoing process. The attendance rate for 2016/17 was 96.49%. This attendance rate was an decrease of 0.33% from the previous year. Efforts will continue to improve the attendance rate by providing more connections to school through course offerings and extracurricular activities such as clubs. The findings also indicate the school needs to do more to provide guidance and to assist students to identify, monitor, and achieve post-secondary goals and help struggling students with interventions tailored to meet

How the School will Evaluate the Progress of this Goal:

Compare longitudinal data to detect positive changes over time in attendance data, discipline data, graduation rates, CTE, AP/IB participation, number of students meeting “a – g” requirements, and to determine changes in level of satisfaction. This data will consist of qualitative and quantitative data to determine strengths and identify areas of growth.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|--|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Increasing school connection with students, parents, staff, alumni, and community members: <ul style="list-style-type: none"> • Break time pep rallies • Recognition assemblies • Marquee messages • Automated caller messages • Student of the month recognitions • Scholar athlete recognitions | August 2018 to August 2019 | Administration, Athletic Director ASB Director Web-Master Certificated Staff Members | Automated calling system cost listed in goal 1 Pep rallies and assemblies held during scheduled school day; no costs | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|--|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Surveys for students, parents, and staff, to ascertain level of satisfaction with the quality, support, and characteristics of the school:</p> <ul style="list-style-type: none"> Stakeholder survey | August 2018 to August 2019 | Administration | Survey and there is no cost associated | | | |
| <p>Academics:</p> <ul style="list-style-type: none"> Individual annual counseling meetings After school tutoring Academic Saturday School SAT Preparation classes Strategic registration process to identify under represented students that can benefit from enrollment into AP/IB and honors level courses Provide relevant and rigorous CTE courses that met "a – g" requirements | August 2017 to August 2018 | Administration Counseling Staff | <p>Counseling meeting during scheduled school day; no cost</p> <p>Tutoring costs listed in goal 1</p> <p>Saturday School costs listed in goal 1</p> <p>SAT Preparation class costs listed in goal 1</p> | | | |
| <p>Extracurricular:</p> <ul style="list-style-type: none"> Club rush to inform students of available clubs New clubs are created with ASB approval | August 2018 to August 2019 | Administration APSA ASB Director | Extracurricular clubs: no cost | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|-----------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| process | | | | | | |
| <p>Interventions:</p> <ul style="list-style-type: none"> • Truancy Saturday School • SIT team meetings • Truancy home visits • Automated attendance calls and letter generation • Restorative Intervention Practice Days: for students who need a full day of support because of attendance or behavioral issues. A way to build relationships between the APSS/administration and at-risk students. Discussion about actions and consequences, tutorials, and completion of missing work. | August 2018 to May 2019 | APSS | <p>Certificated staff Saturday School facilitator salary cost listed in goal 1</p> <p>SIT team meeting during scheduled school day; no cost</p> <p>Home visits during scheduled school day; no cost</p> <p>Automated phone system cost listed in goal 1</p> <p>Restorative Justice Training; at this time no cost because the APSS is already trained</p> | | | |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| Agriculture Vocational Incentive | 15,000.00 |
| California Partnership Academies | 112,000.00 |
| District Funded | 173,250.00 |
| General Fund | 127,611.00 |
| LCFF - Base | 66,059.00 |
| LCFF - Supplemental | 135,971.00 |
| Local Categorical | 55,044.00 |
| Other | 17,000.00 |
| Title I | 417,261.00 |
| Title III | 12,192.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 508,497.00 |
| 2000-2999: Classified Personnel Salaries | 24,000.00 |
| 4000-4999: Books And Supplies | 493,447.00 |
| 5000-5999: Services And Other Operating Expenditures | 43,444.00 |
| 5800: Professional/Consulting Services And Operating | 49,000.00 |
| 6000-6999: Capital Outlay | 13,000.00 |

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 | 15,000.00 |
| 1000-1999: Certificated Personnel Salaries | California Partnership Academies | 30,000.00 |
| 4000-4999: Books And Supplies | California Partnership Academies | 82,000.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 166,750.00 |
| 5000-5999: Services And Other Operating | District Funded | 6,500.00 |
| 4000-4999: Books And Supplies | General Fund | 103,611.00 |
| 5000-5999: Services And Other Operating | General Fund | 24,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 61,615.00 |
| 5000-5999: Services And Other Operating | LCFF - Base | 4,444.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 135,971.00 |
| 1000-1999: Certificated Personnel Salaries | Local Categorical | 55,044.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 4,000.00 |
| 6000-6999: Capital Outlay | Other | 13,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 54,117.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 24,000.00 |
| 4000-4999: Books And Supplies | Title I | 281,644.00 |
| 5000-5999: Services And Other Operating | Title I | 8,500.00 |
| 5800: Professional/Consulting Services And | Title I | 49,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 1,000.00 |
| 4000-4999: Books And Supplies | Title III | 11,192.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 706,441.00 |
| Goal 2 | 292,144.00 |
| Goal 3 | 107,611.00 |
| Goal 4 | 25,192.00 |

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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Adam Bailey | X | | | | |
| Jeanette Jimenez | | X | | | |
| Alexandra Sandoval | | | | | X |
| Ada Escobar | | | | X | |
| Karim El-Souki | | | | | X |
| Christy Neal-Garcia | | | | X | |
| Michelle Tomsolff | | | X | | |
| Cammy Weiss | | | | X | |
| Numbers of members of each category: | 1 | 1 | 1 | 3 | 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
- 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 4, 2018.

Attested:

Adam Bailey

 Typed Name of School Principal



 Signature of School Principal

9/4/18

 Date

Christy Neal

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

