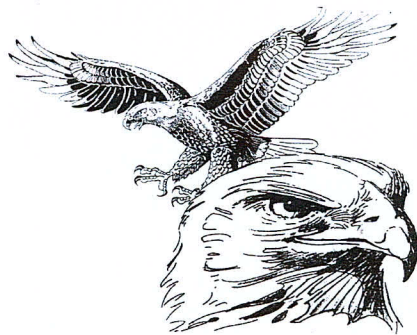


# **SOUTHWEST HIGH SCHOOL**

**Single Plan for Student Achievement**

**2015-2016**



**Our Vision: Eagles Prepared Educated and Inspired**

# The Single Plan for Student Achievement

School: **Southwest High School**

District: Central Union High School District

County-District School (CDS) Code: 13631151330133

Principal: **Danette Morrell**

Date of this revision: May 2015

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 June 23, 2015.

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**Form A: Planned Improvements in Student Performance**

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 for students failing to meet academic performance index and adequate yearly progress growth targets. 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:

**SHS GOAL # 1: To improve instruction and student learning in English, with emphasis on reading, writing, speaking, listening and technology.** By 2016 students will improve their proficiency level in English from 52% to 55% school-wide and all significant subgroups will earn 3% gains in English Language Arts Benchmark scores. By 2016 SHS will increase the passing rate by 5% as measured by the Standardized Achievement Testing.

**SHS ESLRs:** Listen, read, write, and speak effectively in English. Apply a variety of research skills.

**ALIGNS WITH: LEA GOAL 1A:** *All students will attain Proficiency in Reading/ELA.*

**LCAP Priority areas # 2, 4 & 8: Implementation of CCSS:** Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards. **Student Achievement in ELA.** Performance on standardized tests, API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP). **Other Student Outcomes** – other indicators of student performance in required areas of study.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p><b>District benchmarks ELA 2014 CAHSEE 2014 CELDT Results:</b> 50% of students scoring early advanced/advanced (+2%) <b>Re-designation Rates:</b> From 10.1% in 2012 to 24.5 % in 2014 EL jumped to 14.4% in two years</p>	<p>All findings have indicated that the number of students achieving proficient/advanced has increased. Based on student achievement data , the staff has identified the need to continue to:</p> <ul style="list-style-type: none"> <li>• Increase student academic achievement</li> <li>• Reduce the achievement gap of English learners and students who are Socioeconomically disadvantaged</li> </ul>	<p>Quarterly and annual program monitoring and evaluation- See specific steps and action dates.</p>



**STRATEGY:** During 2015-2016, the school will expand the implementation of a reading intervention program to address the reading comprehension needs of struggling readers and English Learners as measured by the District Benchmarks, CELDT and READ 180 results.

Specific Steps	Personnel Responsible	Actions	Timeline	Progress/ Assessments	Projected Cost	Funding Source
<p><b><u>Core Curriculum:</u></b></p> <p>1.1-Continue to build a library with culturally relevant reading materials to encourage reading and increase comprehension.</p>	Librarian	<ul style="list-style-type: none"> <li>• Purchase culturally relevant reading materials</li> <li>• Librarian Salary</li> </ul>	Ongoing	Librarian to report to principal and faculty.	<p>\$1,000 for books</p> <p>Librarian 50%: \$42,714</p>	<p>Title 1</p> <p>LCFF (1900)</p>
<p>1.2-Continue AVID Program, to support students that are at risk of not going to college.</p>	AVID Coordinator	<ul style="list-style-type: none"> <li>• Recruit, interview and select students each spring for the following fall.</li> <li>• Counselors will collaborate with the AVID program during the recruitment time frames, feeder school visits, and throughout the year providing college, career and financial aid information.</li> <li>• Provide AVID training for teachers and counselors.</li> <li>• The Counseling dept. will send 1 counselor on a rotating basis to accompany AVID teachers to support the increase in numbers of at-risk students preparing for college.</li> </ul>	Ongoing	AVID Coordinator and counselors to report to administration and faculty.	<p>AVID Coord: Period release-\$18,000</p> <p>Subs: \$500</p> <p>Tutors: \$11,000</p>	<p>Title 1 (1120)</p> <p>Title 1 (1160)</p> <p>Title 1 (2130)</p>
			Ongoing	AVID Coordinator and counselors to report to principal.	AVID PD: \$5,000	Title 1 (5200)

1.3-Provide basic organizational skills to 9 <sup>th</sup> graders	Special Projects Resource Teacher	<ul style="list-style-type: none"> <li>Purchase agendas for fall for all incoming freshmen</li> </ul>	Spring 2016	SPRT	\$1,281.50 SPRT Salary: \$80,983	Title 1 (4300) Title 1 (1100)
1.4-Offer a reward system for students who qualify as excellent in Standardized Achievement Testing	ASB Coordinator/ VP Curriculum/ Counselors/ Guidance Support Specialist (GSS)	<ul style="list-style-type: none"> <li>VP to provide names of students</li> <li>GSS to send out invitations</li> <li>Students' Incentives</li> <li>Standardized Testing Motivational Assembly</li> <li>All counselors plan &amp; attend</li> </ul>	August 2015  Ongoing March	Reward system	\$5,000	General Fund
<b>Supplemental Instruction:</b> 1.5-Continue with SAS- 8 <sup>th</sup> period classes for 10 <sup>th</sup> graders who are at-risk in ELA and who are performing poorly academically	TOSA	<ul style="list-style-type: none"> <li>Select students that will be in 8<sup>th</sup> period SAS program.</li> <li>Meet with students and parent to obtain parental consent.</li> </ul>	Spring/Fall	TOSA to monitor attendance, grade, test scores and GPA.	TOSA (2 periods) \$40,442 SAS Teacher Salaries: \$23,800 SAS Mat. & Sup: \$1,700	Title 1 (1100) LCFF (1100)  LCFF (4300)
1.6- Identify 10 <sup>th</sup> grade students who score low on District ELA Benchmarks and appropriately place them in Strategic Intervention Program for English.	Counselors, TOSA	<ul style="list-style-type: none"> <li>Identify students using ELA District benchmarks scores, teacher recommendation and grade in English 9.</li> <li>Identify strategic program that will be used in addition to the core English class and how many sections will be needed.</li> <li>Revise entrance and exit criteria for students.</li> <li>Counselors will meet with students and parents to inform them of the double ELA period and the need for an 8<sup>th</sup> period.</li> </ul>	Spring          Fall	TOSA to report to Principal and faculty District ELA Benchmark score and English grade	Title 1 Lab-Technology Center Aide: \$34,090	Title 1 (2200)
<b>English Learners:</b> 1.7-Identify struggling English	Supervisor of	<ul style="list-style-type: none"> <li>Collect and analyze district</li> </ul>	Ongoing	Supervisor of	Data Analyst:	LCFF



Learners to determine the best intervention program to meet their needs.	Instruction- EL Counselors	<ul style="list-style-type: none"> <li>and school level summative and formative ELA and EL data during CW</li> <li>Identify students from each grade level for reading interventions and their specific literacy needs.</li> <li>Revise WRAP (READ 180) course outline for LTELs</li> <li>Revise Accelerated Language course outlines. (Levels I &amp; II)</li> <li>Plan end-of-the-year testing in English 9 and 10 TSA/TSB to support accurate placements in TS classes in 2015-2015.</li> <li>Plan beginning of the year testing for all incoming 9<sup>th</sup> graders to support accurate placements in TS classes in 2015-2016.</li> <li>Provide teachers with release time to work on integrating best practices for EL's into lesson pacing.</li> <li>Continue with Accelerated Language during the day. Use of English 3D materials.</li> <li>Continue with and expand Accelerated Language II from 2 days to four days for LTELs. Use the Academic Vocabulary Tool Kit and Credit Recovery</li> </ul>	Ongoing  Spring  Spring  Summer	Instruction to report to Principal and faculty Sup. Of Instr. Report to principal Standardized Testing/CELDT/ Benchmark Assessment scores	<p>(Mora) \$27,738 EL Prog. Asst.: (Saldivar) \$20,122 EL Testing Clerk: (Zevada) \$22,500 Additional CELDT testing personnel: \$2,300 CELDT Testing Training- Annual Update: \$500 Teacher Hourly: \$1,000 READ 180 Renewal Fees: \$2,100</p> <p>Substitutes: \$1,000</p> <p>English 3D level II</p> <p>Academic Vocabulary Tool Kit</p>	<p>Title 3 (2200)</p> <p>LCFF (2200)</p> <p>LCFF (2200)</p> <p>LCFF (2200)</p> <p>Title 3 (1130)</p> <p>LCFF (5800)</p> <p>Title 3 (1160)</p> <p>Title 3 (4300)</p> <p>Title 3 (4300)</p>
1.8- Identify 10 <sup>th</sup> grade students who score very low on ELA District Benchmarks	SpEd Coord, Supervisor of Instruction- EL, Counselors	<ul style="list-style-type: none"> <li>Identify students using ELA benchmarks scores, teacher recommendation and grade in English 9.</li> <li>Identify intensive program that will be used in addition to the</li> </ul>	Spring	SpEd Coord. and Sup. Of Instr. Report to principal CELDT/District Benchmark Assessment scores	English- After school tutorial program hourly: \$5,000 Study Island Renewal Fees:	<p>Title 3 (1100)</p> <p>Title 1 (5800)</p>

			<ul style="list-style-type: none"> <li>core English class and how many sections will be needed.</li> <li>Revise entrance and exit criteria for students.</li> <li>Appropriately place students in Intensive Intervention Program for 2-3 hours daily.</li> <li>English course, additional English support class and/or TIPS or SAS.</li> <li>Meet with students and parents to inform them of the double ELA period and the need for an 8<sup>th</sup> period.</li> </ul>	Summer		\$950 (#76-125 students)	
			<ul style="list-style-type: none"> <li>Conduct four sessions of Lesson Studies w/ grade level teachers (ELA) (5 teachers) through ICOE</li> <li>Focus in literacy strategies across the content areas (except ELA).</li> <li>PD for BTSA participants</li> </ul>	Ongoing	IC to report to principal ICOE offered training SHS prep period or pull-out days with IC Agenda, sign-in sheets, classroom observations	IC Salaries: \$\$\$\$ Substitutes: \$3,000 BTSA: \$7,500 Materials & Supplies: \$1,000	Title 1 & Title 2 Title 1 (1160) Title 2 (1100) Title 1 (4300)
<b>Professional Development:</b> 1.9- Offer professional development to teachers	Supervisor of Instruction- EL and Instructional Coach	Supervisor of EL to attend training and/or curriculum planning (Summer Curriculum Writing) Offer English 3D & Edge Training Focus in differentiation for L4/5 teachers.	Ongoing	S. Of Instr. to report to Principal Classroom Observations, Agenda & sign-in sheets from training	Substitutes: \$2,500 ELA/ELD Training: \$4,200	LCFF (1160) LCFF (116)	
<b>Parental Involvement:</b> 1.11-Plan a parent meeting to specifically address the requirements for graduation & the Standardized Testing. Targeted groups to include at-risk students.	Admin Counselors GSS Support Teachers	Select students from the ELA Support classes at risk of not graduating. Support teacher will plan meeting. (TOSA/COSA) Counselors will present the requirements for graduating.	Fall	List of targeted students, Copy of agenda and invitation BBC report, parent sign-in sheet	Postage: \$300	Title 1	





**SHS GOAL # 2: To improve instruction and learning across the curriculum with emphasis on mathematics using data to drive the instruction.**

By 2016, all students will have earned an increase of 5% growth in Algebra 1 as measured by the math quarterly assessment scores (District benchmarks).

By 2016, EL students will earn a 5% gain in Algebra 1 as measured by the district benchmarks scores for each grade level.

By 2016, the first time passing rate on the CAHSEE Math will increase to 92%.

**SHS ESLRs:** Set and achieve high academic standards. Evaluate, analyze and interpret information.

**LEA GOAL: 1B Mathematics** - All students will attain proficiency in Mathematics.

**LCAP Priorities # 2, 4 & 8: Implementation of CCSS:** Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards. **Student Achievement in Math.** Performance on standardized tests – API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) **Other Student Outcomes** – other indicators of student performance in required areas of study.

**What data did you use to form this goal?**

District Benchmarks Math 2014  
 District Benchmarks Algebra 1 English Learners  
 CAHSEE 2014

**What were the findings from the analysis of this data?**

All findings have indicated that the overall number of students achieving proficient/advanced in math has increased. However, students' achievement in Algebra 1 and Geometry has decreased. EL students continue to struggle with Algebra 1.

Based on student achievement data, the staff has identified the need to increase student academic achievement by:

- Creating articulation meetings with feeder schools
- Implementing data driven instruction
- Offering tutoring and support classes
- Identifying students who are at-risk

**How will the school evaluate the progress of this goal?**

Quarterly and annual program monitoring and evaluation- See specific steps and action dates.



**STRATEGY:** During the 2015-2016, the school will continue the implementation of a math intervention program to ensure that every student, working below grade level in mathematics, is provided with strategic or intensive interventions, including appropriate intervention materials and extended learning time.

Specific Steps	Personnel Responsible	Actions	Timeline	Progress/Assessments	Projected Cost	Funding Source
<p><b>Core Curriculum:</b></p> <p>2.1 Continue the articulation meetings with feeder schools to review data, discuss and plan.</p>	Admin, Dept. Chairs, & Counselors	<ul style="list-style-type: none"> <li>Planning of the articulation meetings and agendas are being handled by administration from both levels.</li> <li>Math dept. and Algebra 1 content team lead along with Instructional coaches attend.</li> <li>Include the science teachers in the meetings</li> <li>Counselors to participate and focus on pressing articulation issues: recruitment time frames, incoming 9<sup>th</sup> gr. Orientation, course placement, social promotion, at-risk students, and special programs such as IB, Honors, AP, etc....</li> <li>Meet with IVC regarding Accuplacer Prep Course and dual enrollment</li> </ul>	<p>Fall/Spring</p> <p>Fall 2015</p> <p>Spring</p>	<p>Administration, math and science teachers to report to faculty</p> <p>Information shared, sign-in sheets with agendas and minutes</p>	<p>\$600 for subs</p> <p>Use of DCD (District Collaboration Days)</p> <p>Materials and supplies \$500</p>	<p>General Fund</p> <p>Title 1 (4300)</p>
2.2 Create a plan to promote effective teaching strategies.	Math Dept. Chair Patty Quijada Content Teams	<ul style="list-style-type: none"> <li>Content teams will form at the beginning of each school year and meet monthly (minimum) to plan instruction and share best practices. (Different from MCAT)</li> <li>Collaboration Wednesdays (CW)</li> </ul>	<p>August 2015 and monthly after that</p> <p>Ongoing</p>	<p>Content team leads to report to Dept. Chair, Instr. Coach and Principal</p> <p>Sign-in sheets with agendas and minutes</p> <p>Content team leads</p>	<p>\$0</p> <p>\$0</p>	

			time will be used for this purpose on occasion.			
2.3 Analyze data from common assessments and state tests.	Math Dept. Chair Content leads Math Dept.	August 2015 and monthly after that	<ul style="list-style-type: none"> <li>Content teams meet monthly to analyze and disseminate data from content assessments, and state mandated tests.</li> <li>Content teams share best practices.</li> <li>Content teams plan instruction</li> </ul>		to report to Dept. Chair and Principal Sign-in sheets with agendas and minutes Content team leads to report to Dept. Chair and Principal Sign-in sheets with agendas and minutes	\$0  \$0 \$0
2.4 Identify and recruit students for third year in math.	Counselors	Ongoing	<ul style="list-style-type: none"> <li>Meet with students to create and/or update their 4-year plans</li> <li>Notify students of third year of math requirement for college admission process and for meeting the A-G requirements to support the number of increased students enrolling in higher end math and/or AP math classes</li> </ul>		Counseling Dept. to report to Admin and math dept. Meetings w/notes Data showing # of third-year math students	
2.5 Implementation of math concepts and skills in each curricular area.	Dept. Chairs Algebra 2 Teachers	Ongoing	<ul style="list-style-type: none"> <li>Science- Students will use calculators to solve problems.</li> <li>SpEd- Students will use Standardized Testing prep questions to prepare for the test</li> <li>CTE- Students will create budgets use rulers and measurements</li> <li>World Language- Students will calculate their grades</li> <li>Fine Arts- Students will realize how numbers are used in the arts</li> <li>PE- Students will calculate their Body Mass Index</li> <li>Social Science- Students will track their grades, read charts</li> </ul>		Dept. Chairs to report to Math Dept. Chair and Admin Standardized Testing results	



	<p>and graphs</p> <ul style="list-style-type: none"> <li>English- Students will learn Latin and Greeks roots.</li> </ul>			Title 1 (1150)		
<p><b>Supplemental Instruction:</b> 2.6 Continue the after-school program to support students who are at risk of not passing their classes.</p>	<p>TOSA Math Dept. Counselors</p>	<ul style="list-style-type: none"> <li>Provide after-school tutorial program for students struggling in math.</li> <li>Include the Reteach-Retake-Replace program.</li> <li>Implement tutoring schedule in fall and post it in classrooms and website.</li> <li>Identify students who are at-risk of failing Algebra 1 using quarter/semester grades.</li> <li>Determine how many sections will be needed.</li> </ul>	<p>Ongoing</p>	<p>TOSA, Math Dept. and Counselors to report to Admin.</p>	<p>Two Math Teachers: \$3,000</p>	Title 1 (1150)
<p>2.7 Provide an extra period Algebra 1 support for incoming 9<sup>th</sup> graders as an additional 8<sup>th</sup> period SAS class.</p>	<p>Admin TOSA</p>	<ul style="list-style-type: none"> <li>Identify students who are at-risk of failing Algebra 1 using quarter/semester grades.</li> <li>Determine how many sections will be needed.</li> </ul>	<p>Spring  Spring</p>	<p>TOSA to report to Admin</p>	<p>Algebra 1 SAS class: \$18,042</p>	LCFF (1150)
<p>2.8 Continue additional support for students who are struggling in math and are in jeopardy of not passing Standardized Achievement Testing and/or graduating with their class.</p>	<p>Admin and Counselors</p>	<ul style="list-style-type: none"> <li>Collect, analyze data to identify 11<sup>th</sup> and 12<sup>th</sup> grade students who may need an extra period of math support; these students are at-risk of not graduating due to not passing Standardized Achievement Testing.</li> <li>Develop specific criteria for identifying, selecting, implementing and evaluating the support class.</li> <li>Meet with students individually to discuss best options for support class.</li> </ul>	<p>June   August/ As Needed</p>	<p>Counselors to report to Admin</p>	<p>Pay for Service: 3 hrs</p>	Title 1 (1130)

<p><b>English Learners:</b> 2.9 Identify 10<sup>th</sup> grade students who score FBB (unable to demonstrate 6<sup>th</sup> grade standards) on Algebra 1 Benchmark scores.</p>	<p>Admin, SpEd Coordinator, Supervisor of Instruction-EL</p>	<ul style="list-style-type: none"> <li>Identify students using math benchmarks scores, teacher recommendation and grade in Algebra 1.</li> <li>Identify intensive program that will be used in addition to the core math class and how many sections will be needed.</li> <li>Revise entrance and exit criteria for students.</li> <li>Appropriately place students in Intensive Intervention Program for 2-3 hours daily. Basic Algebra or Algebra 1, additional math support class and/or TIPS or SAS.</li> <li>Meet with students and parents to inform them of the double math period and the need for an 8<sup>th</sup> period.</li> </ul>	<p>Spring</p> <p>Summer</p> <p>Fall</p>	<p>SpEd. Coord. And Sup. of Instr. to report to Principal Benchmark Assessment Scores</p>	<p>Materials and Supplies: \$200</p>	<p>Title 1 (4300)</p>
<p>2.10 Provide an Algebra 1 Bilingual course for English Learners.</p>	<p>Admin. and Sup. of Instr.-EL</p>	<ul style="list-style-type: none"> <li>Identify EL students who have not passed Algebra 1.</li> <li>Continue after-school tutoring to provide students with additional support in their target language</li> </ul>	<p>Summer</p> <p>Ongoing Daily</p>	<p>Sup. of Instr. to report to Principal Math grades and Math Benchmark scores</p>	<p>Teacher Salary: \$11,000 After-school Tutor: not to exceed 190 hours</p>	<p>General Fund Title 3</p>
<p><b>Professional Development:</b> 2.11 Offer PD with a focus on teaching strategies to implement the CCSS for Mathematics in the classroom.</p>	<p>Patty Quijada Math Dept.</p>	<ul style="list-style-type: none"> <li>Teachers to attend training through ICOE or with IC</li> </ul>	<p>Ongoing</p>	<p>ICOE offered training SHS prep period or pull-out days with IC Agendas, sign-in sheets, classroom observations</p>	<p>Materials and Supplies: \$1,000</p>	<p>Title 1 (4300)</p>



<p><b>Parental Involvement:</b> 2.12 Invite parents to attend various meetings.</p>	<p>Counselors TOSA</p>	<ul style="list-style-type: none"> <li>• Send letters home and call parents to attend the Academy Reward Celebration event.</li> </ul>	<p>Spring</p>	<p>Counselors &amp; TOSA Letters, call logs Sign-in sheets Certificates</p>	<p>Materials and Supplies: \$300</p>	<p>Title 1 (4300)</p>
	<p>SpEd Coord. And Sup. of Instr.</p>	<ul style="list-style-type: none"> <li>• Meet with parents of 10<sup>th</sup> graders who scored FBB on the Algebra 1 Benchmark and inform them of the double math period and the need of an 8<sup>th</sup> period.</li> </ul>	<p>Fall</p>	<p>SpEd Coord. And Sup. of Instr. Letters home, call logs, schedules</p>	<p>Materials and Supplies: &amp;100</p>	<p>Title 3 (4200)</p>

**SHS GOAL # 3:** Southwest High School will improve parent awareness and involvement to support student learning.

**SHS ESLRs:** Exhibit social and personal responsibility. Set and achieve high academic standards.

**LEA GOAL 1E:** By June 2016, CUHSD will become an information-driven district where data is accessible, analyzed and used to identify target student subgroups for instructional support, target areas for possible re-teaching, and measure the effectiveness of instructional interventions.

**LCAP Priorities # 3, 4, 5, 6: Parental Involvement:** local community is engaged in the decision-making process and the educational programs of students. **Student Achievement:** Performance on standardized tests – API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) **Student Engagement:** School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduation rate. **School Climate:** student suspension & expulsion rates.

<p><b>What data did you use to form this goal?</b>                      LCAP Parent Meeting Feedback                      BlackBoard Connect usage by teachers and staff                      Parents' attendance sign-in sheets (Open Houses: Fall &amp; Spring, Title I, ELAC, ELD, Ed Weeks I &amp; II, &amp; Financial Workshops)</p>	<p><b>What were the findings from the analysis of this data?</b>                      All findings have indicated that the increase in school-parent communication has had positive effect on parent awareness and involvement. There has been a substantial increase in parents' attendance to various meetings.                       Based on feedback and data from parents and focus groups, our school is to provide:                     <ul style="list-style-type: none"> <li>• Timely and easy access to data that can be used as information for instructional planning</li> <li>• Multiple and varied communications to parents</li> <li>• Multiple meetings with parents on various topics</li> </ul> </p>	<p><b>How will the school evaluate the progress of this goal?</b>                      The SPISA will be reviewed by the SSC annually</p>





<p><b>Supplemental Instruction:</b> 3.3 Use BlackBoard Connect communication system to further opportunities for teachers to contact parents.</p>	<p>Teachers Attendance</p>	<ul style="list-style-type: none"> <li>Contact parents to let them know of projects/assignments due dates.</li> <li>Use the Texting function to send messages to parents</li> <li>Purchase the Tardy Calculator</li> </ul>	<p>Ongoing</p>	<p>BlackBoard Connect Reports Teachers' Logs Tardy Calculator usage reports</p>	<p>Texting Function: \$1,100  Tardy Calculator: \$8,000</p>	<p>Title I  Title I</p>
<p>3.4 Increase parent/community awareness.</p>	<p>CTE Dept. Chair &amp; Teachers</p>	<ul style="list-style-type: none"> <li>Each CTE course will create PowerPoints, flyers, brochures and posters for parent nights.</li> <li>All CTE courses will participate in the community IVROP annual spring event at the fair.</li> </ul>	<p>Ongoing  Yearly</p>	<p>Flyers, brochures and posters w/ course outlines annual update Booths</p>		<p>Department Budget</p>
<p>3.5 Support a college going culture and increase academic rigor for underrepresented students and their parents.</p>	<p>Counselors GSS</p>	<ul style="list-style-type: none"> <li>Plan and coordinate Higher Education Weeks #1 &amp; #2</li> <li>Invite students &amp; parents to meet colleges and universities (GSS).</li> <li>EdW 1- Seniors (Fall)</li> <li>EdW 2- Juniors (Spring)</li> </ul>	<p>Ongoing</p>	<p>Agendas Sign-in sheets</p>	<p>Mat &amp; Sup: \$300 for both events</p>	<p>Title 1 (4300)</p>
<p><b>English Learners:</b> 3.6 Continue with efforts to improve student attendance.</p>	<p>Admin TOSA</p>	<ul style="list-style-type: none"> <li>Provide information to parents about school and community resources.</li> <li>Contact parents with attendance issues.</li> </ul>	<p>Ongoing</p>	<p>Truancy letters Newsletter CUHSD Website Parent Portal BlackBoard Connect Reports</p>	<p>Mat &amp; Sup: \$300</p>	<p>Title 1 (4300)</p>
<p><b>Professional Development:</b> 3.7 Provide ongoing tutoring on how to best use BlackBoard Connect communication system.</p>	<p>Patty Quijada Monica Martinez</p>	<ul style="list-style-type: none"> <li>Admin will provide tutoring sessions during prep period.</li> </ul>	<p>Ongoing</p>	<p>Sign-in sheets BlackBoard Connect Reports</p>	<p>\$0</p>	



<p><b>Parental Involvement:</b> 3.8 Continue with parent workshops to increase parental involvement and effective parental skills to promote students achievement.</p>	<p>Admin Counselors GSS AVID ELD</p>	<ul style="list-style-type: none"> <li>• Parent focus group meetings: ELD and AVID.</li> <li>• Open agenda with principal</li> <li>• Workshops offered during Title 1 Night.</li> <li>• Parent classes offered through Adult Ed.</li> <li>• Counselors will plan and provide "Coffee with the Counselors": an informational meeting.</li> <li>• Financial Aid/Scholarship Workshop</li> </ul>	<p>Quarterly Ongoing Fall Ongoing Spring Fall</p>	<p>Sign-in sheets, agendas, BlackBoard Connect calls Sign-in sheets, agenda Course offering schedule Sign-in sheets, agendas, BlackBoard Connect calls &amp; reports, Newsletter, SHS website Sign-in sheets, agendas, BlackBoard Connect calls &amp; reports, Newsletter, SHS website</p>	<p>Mat &amp; Sup: \$800  \$200  \$200</p>	<p>Title 1 (4300)  Title 1 (4300)  Title 1 (4300)</p>
<p>3.9 Host one Annual Parent Workshop to educate parents about the academic rigor needed for graduation and post-secondary success.</p>	<p>Counselors GSS AP Coordinator IB Coordinator</p>	<ul style="list-style-type: none"> <li>• Host an educational workshop for parent to discuss rigor, graduation requirements and post-secondary options.</li> <li>• Invite parents to attend noon workshops (GSS).</li> </ul>	<p>Spring</p>	<p>Sign-in sheets, agenda, flyers, posters, BlackBoard Connect calls &amp; reports, SHS website</p>	<p>Mat &amp; Sup: \$500</p>	<p>Title 1 (4300)</p>
<p>3.10 Host Annual Senior Award Ceremony for parents and students</p>	<p>Admin Counselors GSS Teachers</p>	<ul style="list-style-type: none"> <li>• Host the annual Senior Award Ceremony in which students are recognized for the academic and athletic achievements in front of their parents</li> <li>• Invitations sent out (GSS)</li> <li>• Invite parents to attend and participate in various meetings and activities.</li> </ul>	<p>Spring</p>	<p>Sign-in sheets, agenda, invitations</p>	<p>Mat \$ Sup: \$200</p>	<p>Title 1 (4300)</p>
<p>3.11 Encourage parents to participate in SSC, ELAC, and Booster Club.</p>	<p>Admin SPRT Sup. of Instr.- EL</p>	<ul style="list-style-type: none"> <li>• Invite parents to attend and participate in various meetings and activities.</li> </ul>	<p>Ongoing</p>	<p>Newsletter, SHS website, agendas, sign-in sheets, BlackBoard Connect calls</p>	<p>Mat &amp; Sup: \$200</p>	<p>Title 1 (4300)</p>

**SHS GOAL # 4:** Improve schoolwide student motivation to support student learning.

**ESLRs:** Students will exhibit social and personal responsibility. Students will generate goals, set priorities, and create products.

**LEA GOAL 5A:** Our three-year district goal is to increase the overall graduation rate to 89% by June 2016.

**LEA GOAL 5B:** Our three-year district goal is to decrease the dropout rate by 1% annually by June 2016.

**LCAP Priorities # 5 & 6: Student Engagement:** School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduation rate. **School Climate:** student suspension & expulsion rates.

**What data did you use to form this goal?**

Graduation rates 2011-13: 89.4% to 90.2%  
2013-14: 91.2%

Dropout rates 2011-2013: 4.1% to 5%  
2013-14: 3.7%

Suspension rate 2013-14: 4.4%

Tardy referrals 2013-14: # 1545

**What were the findings from the analysis of this data?**

All findings have indicated that the overall:

- Graduation rate has increased over the past three years.
- Dropout rate has decreased in 2014
- Suspension rate and tardy referrals: New baseline established in 2013-14 with new reporting system in CALPADS

Based on data analysis, the school will:

- Focus on students at risk for dropout
- Expand credit recovery
- Continue with implementation of the citizenship rubric by referring students who are tardy
- Develop a 10-year plan starting with freshmen

**How will the school evaluate the progress of this goal?**

Graduation, dropout and suspension rates analysis

Citizenship grade analysis: # Tardy referrals



**STRATEGY:** During 2014-2015, the school will implement a schoolwide effort to increase awareness and involvement.

Specific Steps	Personnel Responsible	Actions	Timeline	Progress/Assessments	Projected Cost	Funding Source
<p><b>Core Curriculum:</b>            4.1-Continue the implementation of a citizenship rubric schoolwide.</p>	Faculty	<ul style="list-style-type: none"> <li>Citizenship grade is in place in every department.</li> <li>Posters are in place in classrooms.</li> <li>Support schoolwide rules.</li> </ul>	Ongoing	Admin report to faculty # of referrals- report Grade improvement-report	\$0	
<p>4.2-Begin the ten-year plan at 9<sup>th</sup> grade level and finalize it with a post-secondary goal. (LCAP-3.2)</p>	Health & Intro to Comp Counselors GSS	<ul style="list-style-type: none"> <li>Counselors will make a 4-year/A-G requirements classroom presentations to all freshmen classes.</li> <li>Freshmen will have the opportunity to complete their own individual plan and identify a goal for post-secondary training that includes, but is not limited to, vocational training, military, or entering the workforce through the "GF/SF" curriculum</li> </ul>	Ongoing/Fall	Presentations schedule Freshmen 4-year plans	Mat & Sup: \$50 "GF/SF" curriculum & materials \$27,135	Title 1 (4300) Title 1 (4400)
<p>4.3-Provide informational assemblies that are grade specific to address graduation requirements, testing and other school-related information that students need to be successful.</p>	Counselors GSS ASB	<ul style="list-style-type: none"> <li>Grade 9: Common Core, where to go to get info, important dates, credits needed to be a sophomore, classes to take next year, AP/IB, clubs, etc.</li> <li>Grade 10: Common Core, Interim Assessments, credits</li> </ul>	Ongoing/Fall	Assemblies schedule	\$0	

			<ul style="list-style-type: none"> <li>needed to be a junior, dual enrollment, AP/IB, etc.</li> <li>Grade 11: Common Core (CAASPP), EAP, graduation requirements, dual enrollments, college applications, ACT &amp; SAT test dates, etc.</li> <li>Grade 12: graduation status, college applications, FAFSA, dual enrollments, Accuplacer, SR. activities, etc.</li> </ul>				
4.4-Host College Application Workshops at 12 <sup>th</sup> grade level	Counselors GSS		<ul style="list-style-type: none"> <li>Counselors will coordinate college application workshops for graduating seniors who plan to attend 2-year, 4-year, and vocational schools/institutions</li> </ul>	Ongoing	Presentation Schedule	\$0	
4.5-Facilitate Freshmen transition to High School	Link Crew Coordinator		<ul style="list-style-type: none"> <li>Plan &amp; organize freshmen orientation</li> <li>Train Link Crew Leaders</li> <li>Plan &amp; organize Back-to-School activities</li> <li>Plan &amp; organize year-long activities</li> </ul>	June 2015 August 2015 Ongoing	Freshmen participation	55hrsx\$31= \$1,905.51 (w/ benefits)	Title 1
4.6-Continue with motivational campaign.	ASB		<ul style="list-style-type: none"> <li>ASB will create posters to support success in academics and testing.</li> </ul>	Ongoing	Posters for SBAC, FAFSA, Good Grades, etc.	\$700	Title 1 (4300)
4.7-Continue showcase by each department throughout the year.	Dept. Chairs. Admin		<ul style="list-style-type: none"> <li>Each dept. will showcase their students' work.</li> </ul>	Ongoing	List of depts. that showcased Faculty agendas	\$0	
<b>Supplemental Instruction:</b> 4.8-Identify 11 <sup>th</sup> graders who are at-risk of not passing the CAASPP.	Dept. Chairs Core Teachers		<ul style="list-style-type: none"> <li>Identify students</li> <li>Set up meetings with students</li> <li>Send invitations to students</li> <li>BOOT CAMPS on Saturdays</li> </ul>	Ongoing Feb/Mar	Dept. Chairs report to faculty CAASPP proficiency passing rate Reports from EADMS	Saturday Sessions: \$1,300 Mat & Supplies	Title 1 (1130)



4.9-Increase graduation rates. (LCAP- 1.9)	Admin Counselors (COSA)	<ul style="list-style-type: none"> <li>Develop protocols and processes for identifying “at-risk” for dropout 9<sup>th</sup> -12<sup>th</sup> grade students.</li> <li>Prioritize the above students for counseling services, credit recovery enrollment, and progress monitoring on a periodic basis.</li> </ul>	Ongoing	Counseling Dept. report to Admin and faculty # of students serviced # of dropouts among 9 <sup>th</sup> -12 <sup>th</sup>	\$500 Reports from EADMS Counselor Salary- COSA \$\$\$\$	
4.10- Continue with the “College & Career Readiness” at SHS. (LCAP- 2.1, 3.2, 5.1 & 5.2)	Admin Counselors GSS  Health/Comp.  Health/Comp.  Counselors GSS  Counselors GSS  Counselors GSS	<ul style="list-style-type: none"> <li>Target students most at-risk and plan multiple interactions until the students is no longer labeled at-risk (Low GPA, Low Credits, Poor Attendance, etc.)</li> <li>Implement “Get Focused, Stay Focused” curriculum in 9<sup>th</sup> grade health &amp; computer classes</li> <li>Provide pull out days to work on “GF/SF” curriculum (5 teachers X 3 days *Two Fall + one Spring* X \$125 subs)</li> <li>Complete Career Locker Profile for 10<sup>th</sup> grade students- Counselors will coordinate career exploration workshops to help students identify a career and connect it to a major and/or training. GSS will assist.</li> <li>Complete RAISELABS Micro-Scholarship Profiles for English 9 H, English 10 H, AP English 11 &amp; IB English</li> <li>Participate and present local and regional statewide initiatives that impact the</li> </ul>	Ongoing  Ongoing  Fall 2015  Fall/Spring  Fall/ Spring  Ongoing  Ongoing	Counseling Dept. to report # of students Grade reports Counselors logs  Health & Comp. teachers report to Admin  Health & Comp. teachers report to Admin  Counseling Dept. to report to Admin Presentation Schedules; sign-in sheet  Counseling Dept. to report to Admin Counselors logs/ meetings with parents  Counseling Dept. to report to Admin Counselors logs/ meetings	Reports from EADMS  Mat & Sup \$27,135  \$2,000  Reports from EADMS	Title 1 (4300)





<p><b>Parental Involvement:</b> 4.14- Continue with the school policy for finding dropouts in the community and reconnecting them to the school. (LCAP-1.9)</p>	<p>Admin Counselors GSS</p>	<ul style="list-style-type: none"> <li>• Monitor students' attendance and provide parents with information to overcome barriers to regular school attendance.</li> <li>• Provide potential dropouts with resources that will help them continue their education.</li> </ul>	<p>Ongoing</p>	<p>Admin Counseling Dept. to report to Admin</p>	<p>Postage: \$1,000</p>	<p>LCFF (5901)</p>
<p>4.15- Schedule individual Parent meetings for at-risk students (LCAP-1.9)</p>	<p>Counselors GSS</p>	<ul style="list-style-type: none"> <li>• Schedule meetings with parents</li> <li>• Emphasize at-risk 10<sup>th</sup> &amp; 11<sup>th</sup> graders who haven't passed the standardized tests.</li> </ul>	<p>Ongoing for 10<sup>th</sup> &amp; 11<sup>th</sup> graders by Nov. 1</p>	<p>Schedule of appointments Documentations in Aeries</p>	<p>None</p>	

**SHS GOAL # 5:** Improve schoolwide rigor to support student learning.

**SHS ESLRs:** Exhibit social and personal responsibility. Apply a variety of research skills. Generate goals, set priorities, and create products. Listen, read, write, and speak effectively in English. Set and achieve high academic standards.

**LEA GOAL 5:** Increase the overall graduation rate.

**LCAP Priorities # 5, 6 & 7: Student Engagement:** School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduation rate. **School Climate:** student suspension & expulsion rates. **Course Access:** student access & enrollment in all required areas of study.

**What data did you use to form this goal?**

WASC visiting Committee Report

A-G Rates (=37% of graduates in 2014)  
Increase in AP enrollment (=314% in 4 years)

AP Scores (Increase in # students who passed the AP with a 3 or higher)

**What were the findings from the analysis of this data?**

Based on achievement data analysis and report from WASC, the staff has identified the need to:

- Increase the amount of students with A-G requirements completed.
- Increase the number of students who are enrolled in AP courses.
- Improve passing rate of students who have passed the AP course but did not score a 3 or higher on the AP exams.

**How will the school evaluate the progress of this goal?**

- Annual program monitoring and evaluation by SSC.



**STRATEGY:** During 2015-2016, the school will implement a schoolwide intervention program to address the achievement gap.

Specific Steps	Personnel Responsible	Actions	Timeline	Progress/Assessments	Projected Cost	Funding Source
<p><b>Core Curriculum:</b></p> <p>5.1- Continue to add rigor to the curriculum.</p>	Admin Instructional Coaches (IC) Dept. Chairs	<ul style="list-style-type: none"> <li>Each content team will add a portfolio, project, performance or other to add measurable progress toward added rigor to their curriculum.</li> <li>Each content team will measure their progress toward added rigor.</li> <li>Dept. Chairs will submit their improved Curriculum Guides &amp; Course Outlines aligned to the CCSS/NGSS to the VP curriculum &amp; IC.</li> </ul>	Ongoing  Ongoing  Ongoing	Content Team Leaders to report to Dept. Chairs  Content Team Leaders to report to Dept. Chairs  Dept. Chairs to report to Admin and IC	Mat & Sup: \$2,000 (\$500 per core subject)  \$0	LCFF
5.2- Add new Courses to the curriculum to increase rigor and develop career pathways	Admin IVROP	<ul style="list-style-type: none"> <li>Create a semester long college math prep class (one period/semester)</li> <li>Create a Career Readiness certificate Course (IVROP)</li> </ul>	Fall 2015  Fall 2015	Teacher to report to Admin  IVROP to report to Admin		LCAP  IVROP
5.3- Add two new Spanish Courses to further the implementation of the State Seal of Biliteracy.	Betsy Lane Spanish Teachers	<ul style="list-style-type: none"> <li>Continue the work on two new Spanish courses and the curriculum guides: Spanish 1 &amp; 2 Honors</li> <li>State Seal of Biliteracy</li> </ul>	Fall 2015	Betsy lane to report to Admin		General Fund
5.4- Increase the number of AP/IB/Honors offerings by 20%	Admin Dept. Chairs Counselors	<ul style="list-style-type: none"> <li>Enroll more students into AP/IB/Honors classes</li> <li>Offer more AP/IB/Honors classes</li> </ul>	April 2015  Fall 2015	Counseling Dept. report to Admin Sections of AP/IB/Honors classes on master Schedule	\$0	

<p><b><u>Supplemental Instruction:</u></b></p> <p>5.6 - Each AP/IB teacher create study sessions for students.</p>	<p>AP/IB Teachers</p>	<ul style="list-style-type: none"> <li>• Support students with tutoring/study sessions after school or on Saturdays</li> <li>• Teachers develop a calendar with dates for study sessions on Saturdays</li> <li>• Mandatory intervention for struggling AP/IB students.</li> </ul>	<p>Fall 2015</p>	<p>AP/IB teachers to report to Admin</p>	<p>EOS Grant</p>
<p>5.7- Offer after school tutorial help in other subject areas to promote success in all classes.</p>	<p>All Departments</p>	<ul style="list-style-type: none"> <li>• Provide after school tutoring Mon-Thurs for one hour.</li> </ul>	<p>Ongoing</p>	<p>Dept. Chairs to report to Admin</p>	<p>Title 1 (1130)</p>
<p>5.8- Host an annual Admit Reception Celebration in conjunction with the ICOE</p>	<p>Counselors ICOE Staff</p>	<ul style="list-style-type: none"> <li>• Counselors will compile a list of seniors admitted to 4-year universities.</li> <li>• Counselors will forward the names to ICOE for the event celebration planning</li> </ul>	<p>Spring</p>	<p>List of student names submitted</p>	<p>\$0</p>
<p><b><u>English Learners:</u></b></p> <p>5.8 - Provide EL students with appropriate materials.</p>	<p>Betsy Lane EL Teachers</p>	<ul style="list-style-type: none"> <li>• Continue the use of English 3D II (High School Level in Accelerated Language I classes.</li> <li>• Use English 3D I in ELD D classes with TELD students.</li> <li>• Implement a bi-literacy pathway, adding Spanish-language content-area courses.</li> </ul>	<p>Fall 2015</p>	<p>EL Teachers to report to Betsy Lane Betsy Lane to report to Admin</p>	<p>LCFF/Title 3</p> <p>Mat &amp; Sup: \$3,500 (program of study)</p> <p>Sal/benefits: \$72,000 (District)</p> <p>Title 3</p>



<p><b>Professional Development:</b> 5.9 - Provide staff with PD on the implementation of the CCSS and other teaching strategies to enhance learning and rigor in the classroom.</p>	<p>Instructional Coaches</p>	<ul style="list-style-type: none"> <li>Provide PD for staff that will add strategies to teacher repertoire to facilitate the implementation of the CCSS.</li> </ul>	<p>Ongoing</p>	<p>IC to report to Admin</p>	<p>IC Salaries: (See p.8 #1.11) PD Supplies: \$2,000 BTSA- (See p.8 # 1.11) Membership: \$700</p>	<p>Title 2 (4300)  LCFF</p>
<p>5.10 - Provide specialized training to teachers with new job assignment</p>	<p>Counselors AP/IB Teachers</p>	<ul style="list-style-type: none"> <li>Counselors and AP teachers will access College Board website to increase the academic rigor and college preparation.</li> <li>Counselors and IB teachers will access the OCC to research strategies to enhance learning and rigor.</li> <li>The Counseling Dept. will send three counselors to the WACAC Conference to support the increased rigor in the curriculum (AP courses and CCSS)</li> </ul>	<p>Fall 2015 &amp; Ongoing</p>	<p>Counseling Dept. &amp; AP Teachers to report to Admin</p>	<p>Program fees: \$10,000  Membership &amp; Conference \$2,500</p>	<p>LCFF</p>
<p>5.11 - Create opportunities for teachers to plan curriculum and special projects in order to enhance student learning.</p>	<p>Admin Dept. Chairs</p>	<ul style="list-style-type: none"> <li>AP Training</li> <li>IB Training</li> </ul>	<p>Summer and Ongoing</p>	<p>Dept. Chairs to report to Admin Teachers share best practices with their dept.</p>	<p>Training</p>	<p>District allocated \$\$ EOS \$\$ General Fund Grants \$\$</p>
<p>5.11 - Create opportunities for teachers to plan curriculum and special projects in order to enhance student learning.</p>	<p>Admin IC Dept. Chairs</p>	<ul style="list-style-type: none"> <li>Provide time for teachers to meet cross-curricular collaboration to plan lessons and projects for implementation in the classroom.</li> <li>Provide substitutes for teachers who attend conferences, trainings,</li> </ul>	<p>Ongoing</p>	<p>Dept. Chairs and IC to report to Admin</p>	<p>Teacher Hourly: \$1,500  Substitutes: \$1,000</p>	<p>Title 1 (1100)  Title 1 (1160)</p>

5.12 - Provide teachers with resources needed to implement CCSS and enhance rigor in the classroom.	Dept. Chairs Admin SPRT	parent meetings, or curriculum planning during the school day. <ul style="list-style-type: none"> <li>Buy materials and supplies such as arts and craft materials, etc.</li> </ul>	Ongoing	Dept. Chairs to report to Admin	Eng. Dept: \$1,000 Math Dept: \$1,000 Sci. Dept: \$750 SS Dept: \$750 VAPA Dept.: \$500 W.L. Dept: \$500 PE/Health: \$500 Title 1 Lab: \$500 Library: \$500	LCFF (4300)
<b>Parental Involvement:</b> 5.13 - Provide parents with updated information on a regular basis.	Faculty Admin  Counselors	<ul style="list-style-type: none"> <li>Title 1 Lab/O-76: materials and supplies</li> <li>Library Services: Follett, World Book/ CENGAGE Learning</li> <li>Update curriculum guides/course outlines.</li> <li>Update gradebook on Aeries regularly.</li> <li>Update College Admission requirements</li> <li>Updates on College Entrance Exams/ Financial Aid &amp; Scholarships</li> </ul>	Ongoing  Yearly  Yearly Weekly Fall	Lab Tech to report to SPRT  Librarian to report to SPRT	Title 1 Lab/ O-76 Mat & Sup: \$1,321  Library Services: \$6,390	Title 1 (4300)  LCFF (5800)



**SHS GOAL # 6:** Improve schoolwide communication, implementation and monitoring of instructional practices to support student learning.

**ESLRs:** Evaluate, analyze, and interpret information. Set and achieve high academic standards.

**LEA GOAL 1E:** By June 2016, CUHSD will become an information-driven district where data is accessible, analyzed and used to identify target student subgroups for instructional support, target areas for possible re-teaching, and measure the effectiveness of instructional interventions.

**LCAP Priorities # 2 & 4: Implementation of CCSS:** Implementation of California’s academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards. **Student Achievement** in Math. Performance on standardized tests – API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP)

<p><b>What data did you use to form this goal?</b> District ELA/Math Benchmark Assessments 2011-13</p> <p><b>CELDT Results 2014:</b> 50% of students scoring early advanced/advanced (+2%)</p> <p><b>Re-designation Rates:</b> From 10.1% in 2012 to 24.5 % in 2014 EL jumped to 14.4% in two years</p>	<p><b>What were the findings from the analysis of this data?</b> All the findings indicate that schoolwide achievement in reading comprehension has improved slightly over the past three years; however, achievement for the English learner subgroup in reading comprehension has remained consistently low, particularly for students at the CELDT intermediate and early advanced levels, based on analysis of CELDT results. Based on achievement data analysis, the staff has identified the need to:</p> <ul style="list-style-type: none"> <li>• Provide teachers with specific trainings (EDI, Aeries, and CCSS)</li> <li>• Support teachers in the implementation of CCSS</li> </ul>	<p><b>How will the school evaluate the progress of this goal?</b> Quarterly and annual monitoring and evaluation</p>
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**STRATEGY:** During 2014-2015, data will be accessible, analyzed by content teams and used to identify target student subgroups for instructional support, target areas for possible re-teaching, and measure the effectiveness of instructional interventions.

Specific Steps	Personnel Responsible	Actions	Timeline	Progress/Assessments	Projected Cost	Funding Source
<b>Core Curriculum:</b> 6.1 - Devise a plan to observe classrooms during prep periods and meet with content teams to share best practices.	Dept. Chairs Content Teams	<ul style="list-style-type: none"> <li>Formation of content teams</li> <li>Meet monthly</li> </ul>	Ongoing	Content Teams to report to Dept. Chairs		
6.2 - Develop a checklist of what should be observed during classroom visits.	Admin Instr. Coaches (IC)	<ul style="list-style-type: none"> <li>Learning Walks</li> <li>Focus on Common Language of Instruction</li> </ul>	Ongoing	Observation list created by IC and used by teachers	Substitutes \$4,500	Title 1 (1160)
6.3 - Utilize the EADMS program to retrieve students testing data for analysis.	Admin IC Dept. Chairs Faculty	<ul style="list-style-type: none"> <li>Teachers will use the EADMS program to analyze data and drive instruction</li> </ul>	Ongoing	Content Teams to report to Department meetings Dept. Chairs to report to Admin		
<b>Professional Development:</b> 6.4 - Provide teachers with EADMS training.	Admin IC	<ul style="list-style-type: none"> <li>Create PD opportunities for teachers to become familiar with the use of EADMS</li> <li>Focus on data reports and data analysis</li> </ul>	Ongoing	Dept. chairs to report to IC for training needs	Technology PD and subs: \$1,250	Title 2 (5200)
6.5 – Revise/analyze CCSS-aligned common summative assessments that replace benchmarks as part of the transition to CCSS	Admin IC Dept. Chairs CATs	<ul style="list-style-type: none"> <li>CATs meet once a quarter to analyze CCSS-aligned common summative assessments for each content area</li> </ul>	Ongoing	CATs to report to IC & Dept. Chairs	Teacher Hourly: \$3,000	LCFF



## Form B: Centralized Services for Planned Improvements in Student Performance

To provide direct assistance to schools in implementing categorical programs which enhance the base instructional program and are in compliance with state and federal regulations. The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

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

<b>Centralized</b>	<b>Based on Preliminary BUDGET</b>
<b>Program</b>	<b>2015-2016</b>
Title I	\$268,116.70
Title II Teacher	\$22,893.69
Title III	\$106,572.00
LCFF	\$224,123.00

- Assists principals, counselors, teachers and parents to develop assessment methods, improvement ideas, parent involvement activities, and other components to ensure effective delivery of services.
- Maintains attendance records in project funded professional development activities.
- Provides staff in-service and information regarding State and Federal legislation, programmatic requirements and program services and monitors site compliance with State and Federal Guidelines
- Attends special program workshops and training and disseminates pertinent information as appropriate.
- Assists with budget preparation, approves purchase orders and ensures expenditures are compliant.
- Encourages, monitors and assists in the development of new programs and/or services.
- Maintains necessary records and develops all reports requisite to special programs and projects.
- Assists with the development of school plans and coordinates compliance self-review process
- Prepares Consolidated Application and other State and Federal reports
- Assists principal, Resource Teacher and other site level staff with annual Title 1 parent meeting
- Assists with preparation of the report to the board for evaluation of program effectiveness.

- Works with principals, counselors, teachers and parents to develop identification criteria, re-designation criteria, assessment methods, improvement ideas, parent involvement activities, and other components to ensure effective delivery of services.
- Coordinates districtwide meetings to facilitate communication among stakeholders (teachers, students, parents, community members and admin)
- Meets with EL Program staff as necessary and submits annual Language Census Report to the CDE.
- Maintains records of instructional materials/equipment purchased for the EL program.
- Oversees programs compliance such as the Migrant program.
- Monitors credentials of EL program teachers and prepares annual report.
- Assists principals in assuring staff obtain appropriate training and certification (CTEL, BCLAD, and SDAIE).
- Supports students' achievement by monitoring SES.
- Provides coordination and support for the English Learners' program.
- Coordinates inventory of equipment process and maintain records for Perkins funded equipment.
- Conducts annual review of Special Programs and prepares report.
- Coordinates leadership in various programs and oversees their implementation.
- Oversees the "School Resource Officer" Program.
- Maintains records of staff attendance in Career Technical Education funded professional development activities.
- Monitors site level compliance of the Perkins Program in accordance with State/ Federal Guidelines.
- Administers Regional Occupation Program and prepares and submits ROP course proposals.
- Attends Board meetings and Advisory Committee meetings as needed.
- Assists with budget preparation and monitors site level expenditures.
- Works with Imperial County Office of Education in the implementation of collaborative projects.
- Responsible for coordination, preparation and/or submission of required reports, budgets, applications and claims for the Cal-SAFE, and Partnership Academies.



Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

## Form C: Programs Included in this Plan

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

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input checked="" type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$ 42,000
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$ 42,000



<b>Federal Programs</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 255,023.51
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,750
<input checked="" type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$10,393.69
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 22,893.69
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 106,572
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input checked="" type="checkbox"/>	<b>Career Technical Education</b> Purpose: Support vocational classes in education	\$ 51,600
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$ 449,232.89
Total amount of state and federal categorical funds allocated to this school		\$ 491,232.89

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Danette Morrell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathy Benton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daniel Ochoa Jr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teresa Arias Tolentino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Edward Roncal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marcia Roman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terri Fernandez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheryl Turner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frederico Molina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alexa Navarro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kellig Roncal-Bonfils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Voting members in each category	1	4	1	3	3

\*Other members include: Jeannine Enz (alternate teacher), Cassidy Dermody, Georgina Gonzalez (alternate students) and Mickaëlle Bonfils-Roncal (Facilitator).



**Form E: Recommendations and Assurances**

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

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

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

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: June 1, 2015.

Attested:

Danette Morrell  
Danette Morrell

Danette Morrell  
Signature of School Principal

6-1-15  
Date

Edward Roncal  
Edward Roncal

Edward Roncal  
Signature of SSC Chairperson

6/1/15  
Date

## Form G: Single Plan for Student Achievement Annual Evaluation

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

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

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

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

<b>Which activities funded by Title 1, Part A and EIA/SCE were successful at closing the achievement gap for our lowest-performing students?</b>	
<b>Activities</b>	<b>Results</b>
Late Buses	Over 50 students are enrolled in the afterschool Intervention Program allowing them to better their grade and get on track to graduate.
Use of Title 1 lab in library to run SAS classes	The Student Academic Success classes use the Title 1 lab to focus on research and gain technology skills. Students were successful in completing assignments for other classes thus increasing their grade and GPA.
Three Periods of Intervention Program TOSA	Teacher speaks with each student, their parent at the beginning of the school year. Then, teacher follows student's academic growth on a regular basis. Rapport between students and school via TOSA has much improved. The tardy rate has gone down among the students.
Accelerated Language 1 for L1-3 Students	Increase in students' reclassification (CELDT)
Accelerated Language 2 for L4/5 Students	This class has substantially decreased the F rate in core classes. They use the Academic Vocabulary Toolkit with AVID strategies and homework tutorials.
Articulation with feeder schools (math)	Administrators at both levels are now aware of the skills necessary for students to succeed at the higher level.
AVID tutors	Students are very receptive to other adults



	who are not their teachers. Students who benefitted from AVID tutors raised their overall grade.
Title 1 Night	Increase in parent awareness of programs available.
10 <sup>th</sup> grade counseling meetings	Increase in parent awareness and involvement.
Parent meeting focusing on CAHSEE at Back-to-School Night	Increase in parent awareness and involvement.
Algebra 1 SAS	Increase in students' grades and GPA.
Counselors meetings with parents	Increase in parent awareness of programs and graduation requirement
Summer Bridge program	Encouraging results led to expanding the program to incorporate two more feeder schools for summer 2015. The program will be called "Summer Connection."
Meetings with parents whose students are at-risk	Increase in parent awareness and involvement.
Use BlackBoard Connect to contact parents	Increase in teacher-parent contacts as demonstrated by reports.
Provide teachers with time to plan curriculum and special projects	Increase in teachers' understanding of CCSS & cross curricular collaboration.
Use of substitutes to allow teachers to attend conferences, parent meetings, etc.	Increase in parent-teacher contact and teacher subject competence.

<b>Which activities funded by Title 1, Part A and EIA/SCE were not successful at closing the achievement gap for our lowest-performing students?</b>	
<b>Activities</b>	<b>Results</b>
After-school tutorial for math class Reteach-Retake-Replace	Lack of consistency in the approach among all Algebra 1 teachers.
Freshman Academy	Not successful in the approach taken.
Purchase of AR License and books to help students become better readers	The Accelerated Reading program was not consistently implemented across campus. The English Department has voted to not include it as 10% of the English grade.

### **Which activities should be continued?**

- a. All the activities mentioned in # 1. For the 2015-16 school year, Southwest will add one more late bus; Three buses will run at 4:10 p.m. allowing the school to provide more afterschool tutoring or classes to support student success and close the achievement gap of all students, with a focus on low performing students.
- b. We will continue these with some changes:
  - a. After-school tutorial for math needs to be more consistent. Algebra 1 content team will meet regularly and analyze data to determine which standards to reteach, develop units and tests, and which students should attend.
  - b. Teachers will be given time over the summer (July 27- Aug 7) to work on Curriculum Guides as well as Formative & Summative Assessments.

- c. Continue using BlackBoard Connect as our communication system to reach parents. However, we will add the texting option. This feature will allow parents to receive messages as a text message in lieu of a phone call.
- d. Accelerated Language 2 class will expand from two days per week to four days during 8<sup>th</sup> period to include credit recovery.

**Which activities should be discontinued?**

- a. The Freshman Academy will be discontinued. It will be replaced by the Phoenix Rising High School, which will be hosted at the Desert Oasis site.



## Form F: Budget Planning

SPSA Form F: Budget Planning  
 Southwest High School  
 Central Union High School District  
 CDS Code: 13631151330133  
 Danette Morrell, Principal  
 Revised: 6/1/2015

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source	Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Costs for All Goals by Code Type
\$	LCFF		\$ 224,123.00	Unrestricted	0000	
\$42,000.00	School Safety and Violence Prevention Act		\$ 42,000.00	Unrestricted: Locally Defined	0001-0999	
\$311,850.00	Title 1, Part A: Allocation		\$ 255,023.01	Certificated Personnel Salaries	1000-1999	\$194,180.51
\$3,500.00	Title 1, Part A: Parent Involvement		\$ 2,700.00	Classified personnel Salaries	2000-2999	\$68,062.00
\$34,650.00	PI Schools: Title 1, Part A: Professional development		\$ 10,393.69	Employee Benefits	3000-3999	\$128,762.00
\$72,900.00	Title 2, Part A: Improving Teacher Quality		\$ 22,893.69	Books and Supplies	4000-4999	\$18,802.50
\$60,000.00	Title 3, Part A: Language Instruction for LEP Students		\$ 106,572.00	Services and Other Operating Expenditures	5000-5999	\$29,440.00
\$51,600.00	Career Technical Support		\$ 51,600.00	Transfer of Direct Costs	5700-5799	\$65,556.00
\$	Unrestricted		\$	Professional/Consulting Services and Operating Expenditures	5800	
				Communications	5900	
				Capital Outlay	6000-6999	
				Other Outgo	7000-7439	\$35,192.00