The Single Plan for Student Achievement

School: Adelanto High School

CDS Code: 36-67934 0125419

District: Victor Valley Union High School District

Principal: Ebony Purcell

Revision Date: June 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.

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Adelanto High School's Vision and Mission Statements
Mission/Vision Statements:

Mission Statement: Adelanto High School will challenge and engage students through research-based instructional strategies, while providing students with opportunities to achieve academic success and demonstrate responsible citizenship.

Vision Statement: Adelanto High School creates college and career-ready students by promoting a culture of excellence through academic achievement, character development, and community partnerships.

Adelanto High School's Expected School-wide Learning Results (SLOs):
Achieve~students demonstrate their ability to achieve through: Academic Proficiency, Graduation, College and Career Readiness
Honor~students will demonstrate honor or be honored through: Attendance, Positive Student Recognition, Positive Behavior
Serve~ students will demonstrate their ability to serve their school and community through ASB/AVID, Clubs/Athletics, Community/School Involvement

School Profile

Adelanto High School (AHS) is a newly constructed, WASC accredited traditional comprehensive high school under the jurisdiction of the Victor Valley Union High School District(VVUHSD). Prior to Adelanto High School's opening, the students of Adelanto were transported to one of the two other comprehensive high schools of the VVUHSD . Nestled in the High Desert area of San Bernardino county, Adelanto is a growing rural community near Victorville, Hesperia, Apple Valley, El Mirage and Oro Grande composed primarily of commuters, laborers, and service industry personnel. Adelanto High School (AHS) opened August 20, 2012, with grades 9-10 in 2012-13, adding 1 grade per year until achieving a 12th grade class in the 2014-2015 school year. Adelanto High School earned a 3 year accreditation from the Western Association of Schools (WASC) June 2014; a full site visit is planned for the Spring of 2017.

AHS serves a wide variety of students: 8% are designated Gifted/Honor(s), 17.8% are designated Special Education, 15.8% English learners and 27.5% re designated EL, and 79% are economically disadvantaged based on free and reduced lunch applications. A wide variety of ethnic groups make up the schools population. Currently Hispanic/Latino students make up 64% of the student body, 29% are identified African-American, 4% are identified Caucasian and < 1% identified as Asian.

In addition to the VVUHSD's core curriculum, students are afforded the opportunity to take courses in preparation for college and or career. Adelanto supports a rigorous offering of courses for college bound students to include Advancement Via Individual Determination (AVID), Advanced Placement (AP) and Honors (HP). Students are also afforded the opportunity to complete Pathway Courses available in Regional Occupational Program (ROP) and Career Technical Educational (CTE) and the Arts (Music/Band, Drama, Foreign Language) curriculum. The CTE pathways available are Automotive, Education, Law Enforcement and Medical.
One of the strengths of AHS is the staff is committed to providing its students with opportunities to excel academically and in extra-curricular activities including a plethora of clubs and sports.

Staff and student use of technology are an integral part of education at AHS as the facilities of AHS are state of the art including fully networked classrooms featuring Crestron technology. AHS has five computer labs, 15 chrome carts which hold about 40 chrome books each. Additional computers are available for student lead use including one connected to our library which offers its own computers for student use while in the library and in our college and career center. Teachers have access to Mobi Interactive Whiteboards, Classroom response clickers and online supplemental programs as examples of the technology utilized regularly on campus.

Based upon feedback from our Academic Performance Survey, data and feedback from our leadership team, our target instructional strategies include the use of AVID Strategies (Cornell Notes, WICOR strategies, Interactive notebooks), Document Based Questioning, Kagan's cooperative learning strategies, 6+1 Traits of writing model, Checking for Understanding and SDAIE/ELD strategies in addition to direct instruction.

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).

Title I Parent survey: Annual evaluation of Title I programs that are funded out categorical funds
California Healthy Kids Survey & California School climate survey: Surveys used to determine youth risk behavior and identify local concerns. Administered November 2015.
Annual evaluation of EL Program: A survey to parents of EL students regarding the school's EL program.

Classroom Observations

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

Though not in Program Improvement, Adelanto High School participates in a program improvement process, Academic Performance Survey (APS) to support staff and provide guidance to implement programs that will close the achievement gap. Part of the APS entails continuous improvement walk-throughs that are supported by consultants from SBCSS in addition to VVUHSD district personnel. The continuous improvement walk-throughs assist in the identification of instructional priorities and dictate the development of the master schedule. Administration uses the walk-through data to inform our professional development offerings. In addition the district's educational Services Division will conduct the LEA/LCAP monitoring walk-throughs consistently at our site. The purpose of this walk-through will focus on the alignment of the instructional program at the site level and the District's goals. Informal walk-throughs and observations are conducted frequently by administration. Formal observations/evaluations will be conducted by administration using the approved form based upon the timelines provided by the District.

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)

Teachers utilize a variety of assessments to determine students' success. School City is an online assessment management system where teachers can create and analyze assessments. End-of-level testing scores, State achievement testing scores (CAASPP), embedded content assessments, MARS Performance Tasks, MDTP, the Test of Silent Reading Fluency, End of unit assessments found in School City for ELA/Math, and teacher designed projects and student work are used to drive instruction and improve student achievement. Analysis of the data from these assessments provides teachers, students, and parents' information needed to make instructional decisions. The data also informs individual and group instruction needed to re-mediate and/or address areas of weakness.

State mandated tests that select students participate in are the California English Language Development Test (CELDT) and Calfiornia Assessment of Student Performance and Progress (CAASPP).

The CELDT test is used to determine the level of English proficiency acquired for every student whose native language is not English. Students are administered a State of California approved oral and written assessment which measures their degree of English proficiency and categorizes their English Proficiency into five bands; Beginning English Fluency, Early Intermediate English Fluency, Intermediate English Fluency, Early Advanced English Fluency, and Advanced English Fluency.Limited English Proficient (LEP) students are assessed in a manner that is appropriate to their learning experiences. The English as a Second Language (ESL) program classifies students by level of proficiency. There are four levels, and the teachers use both written and oral assessments, as well as anecdotal evidence to determine whether a student should be promoted from one level to another.

As we have transitioned to Common Core State Standards (CCSS) the measure for student mastery of standards is now tested using the California Assessment of Student Performance and Progress (CAASPP) which replaces the CST/STAR and EAP assessment. 11th grade students are required to take both a mathematics and an English portion of the CAASPP utilizing a computer to complete.
The mathematics portion of the CAASPP is a computer-based assessment which has the following tasks:

- Selective Response: This is a form of multiple choice assessment however instead of having only one right answer, there may be multiple right answers in the same question. To get full credit, students need to select all correct answers in a question.
- Constructed response: This is a free response question in which students are only required tp provide a short explanation to answer the question.
- Extended Response: This is a free response question in which students are required to write a paragraph or more to answer the question.
- Performance Task: This is a computer project in which students are given time outside of the testing session to prepare for the task. Students may be allowed to collaborate in a group and then work independently on the computer to complete their task.
- Technology Enhanced Questions: These are questions on the computer that require the students to manipulate some form of technology in order to appropriately answer the question.

The ELA portion of the SBAC is a computer-based assessment which has the following tasks:

- Selective Response: This is a form of multiple choice assessment however instead of having only one right answer, there may be multiple right answers in the same question. To get full credit, students need to select all correct answers in a question.
- Constructed response: This is a free response question in which students are only required tp provide a short explanation to answer the question.
- Extended Response: This is a free response question in which students are required to write a paragraph or more to answer the question.
- Essay: Students are to write an essay on a particular topic or take a position and justify their reasoning.
- Technology Enhanced Questions: These are questions on the computer that require the students to manipulate some form of technology in order to appropriately answer the question.

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

Teachers use data to analyze current conditions and focus on developing a standards-based curriculum and effective delivery system during the bi-monthly Professional Learning Communities (PLC). The need for valid and reliable assessment of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know if their students are mastering the standards and when to make specific modifications to classroom instruction so they can better guide students toward improved academic achievement. They use the data to increase the turnaround time for feedback of ongoing assessments in order to quickly and accurately respond to student areas of need and report summative and formative data during PLCs.

The school uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.
Teachers have received more training on the use of School City as outlined in the strategic plan so they can extract achievement data and determine appropriate instructional responses for students.

Staffing and Professional Development

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

Adelanto HS teaching staff are highly qualified or in the process of becoming highly qualified. Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence.

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

The school provides opportunities for the staff to participate in professional development for instructional materials.

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

All teachers at Adelanto High School meet the criteria for highly qualified. In addition, professional development is required for classes using SBE-adopted instructional materials. Follow-up staff development is provided for teachers who work with English Learners and those who desire to expand their repertoire of instructional strategies. All district and site staff development opportunities are planned in response to assessed needs of our students and based on the professional needs of the staff. District ELD and Math coordinators work in tandem with the site to provide additional support for the staff. Assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team Members review and evaluate assessment results to make determinations about the program improvement. They also analyze assessment data to determine strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject Area Committees meet to evaluate how the standards are being met through the curriculum. Some committees have developed rubrics for key assignments, developed or revised end-of-level tests, aligned pacing guides to California State Standards, and chosen materials. Many are now preparing for Common Core implementation and the shift in instructional practices and assessment that will be needed to prepare student for Common Core.

Staff development has focused in five areas: using data to inform instruction including usage of School City, instructional delivery and design including Learning Objectives with Language and writing lesson plans, AVID strategies, literacy and writing across the content area, ELD Standards and Framework requiring teachers to teach English fluency in all classes, and the Common Core. The site holds monthly staff development sessions, as well as training during staff meetings, PLCs, and after school. Every attempt is made to offer important information at multiple opportunities.

Adelanto High School Professional Learning Communities meet bi-monthly. During these meetings, teachers work collaboratively on common assessments, standards based lesson plans, and analysis of student performance data. Accessible staff development in differentiated instruction for all student groups is needed.

Adelanto High School will continue to focus categorical resources on all areas of staff development and increase differentiation and student engagement opportunities. Outside consultants as well as site and district staff are regularly used to provide staff development and follow-up.

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

The school provides ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELD and intensive intervention instructional programs to improve student achievement. The school is striving to implement AVID strategies school-wide and the site provides AVID training during the summer.

The district provides coaching through a district level ELA Intervention coordinator, Mathematics Intervention Coordinator, and an ELA Intervention Coordinator. Staff also participate in regular Academic Performance Survey walkthroughs to quantify the best practices that the staff has been introduced to as well as determine need for professional development for instructional strategies.

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

There is an existing system in place which provides collaboration vertically and horizontally. AHS supports structured collaboration meetings at least once per month which include all teachers for staff to share and analyze student achievement data from common curriculum-embedded, progress monitoring assessments. These collaborative meetings are focused on improving the implementation of the instructional programs, lesson design, and instructional delivery to support student achievement.Also included in this PLC time is the creation of strategic and intensive intervention for sub groups including special education, and ELD.
The analysis and discussion of the results of the school/district assessment system guides student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD and mathematics programs.

Teaching and Learning

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

Adelanto High School has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, Science, and other subjects to the extent that standards exist at the state or national level. The standards serve as the framework for directing district goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing Rigorous Course Design (RCD) in planning for curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.

Key staff is involved in core course planning at the district level, that reviews curriculum, plan the delivery of curriculum with embedded tasks and assessments, to ensure that textbooks and lesson plans are aligned with state content standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

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

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

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

Full implementation for the availability of standards-based instructional materials means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials. These materials are utilized regularly as outlined in the scope and sequence to support the needs of all students.

- Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials (including state approved core textbooks with supplemental bridging materials for Common Core State Standards) and publishers' texts selected from the current grade seven and eight SBE-adopted list.
- At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students.
- AHS's instructional materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for students struggling to meet grade level standards.
- Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in the core classroom.

Supplementary funding sources (including Title I, EIA, EIA/LEP) all are used to support the instructional program.

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 students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in ELA. These materials are utilized regularly as outlined in the scope and sequence to support the needs of all students.
Teachers have begun to integrate common core strategies into instruction and assessment to help prepare students for Common Core assessments. Revisions to the curriculum are based upon the implementation of Rigorous Course Design (RCD) in planning for curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.
Key staff is involved in core course planning at the district level, that reviews curriculum, plan the delivery of curriculum with embedded tasks and assessments, to ensure that textbooks and lesson plans are aligned with state content standards.

Opportunity and Equal Educational Access

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

Regular Program Components:
a) strategic support intervention courses ie Reading, Academic Success, Opportunities, etc.
b) AVID - Advancement Via Individual Determination support courses
c) School counselors
d) Special Education students assisted by on site school psychologist
e) Social development and monitoring support including county resources:
f)On Campus Intervention teacher
g)Intervention Counselor
h)Dean of Students
i) UC Berkely Destination College Advisor
j)Career Technician
k)Tutoring

14. Research-based educational practices to raise student achievement

Research shows that if you engage students in the learning process you will see increased achievement, increased attendance, and a decrease in discipline and behavior issues. Adelanto High School has focused on instructional strategies that increase student engagement and closes the achievement gap. Instructional practices include teachers following a scope and sequence created in their PLC following the RCD model with embedded tasks, resources and assessment. Educational practices include increasing student organizational skills via the use of their student planner and Cornell notes. Implementing Reading/Writing across the curriculum based on strategies learned in 6+1 Writing traits professional development, including physical education. Teachers utilize Kagan Instructional strategies as they are instructing students completing collaborative work/project based learning, as well as checking for understanding.

AVID site team members attend the AVID summer institutes and learn how to implement research based AVID strategies across the curriculum for AVID students. The site team members share AVID strategies with staff campus wide during designated collaboration periods so that all students have access to the research based instructional practices. Some strategies include Cornell Notes, Socratic seminars and tutorials led by AVID tutors.

Students are provided with multiple opportunities to utilize kinesthetic aides and technology to bridge the achievement gap. Some kinesthetic aides include hands on manipulative and PACE room. Technology aides include: classroom response systems, Mobi use, access to the computer labs, student use of Google Chrome Books, Focus Eduvation (FEV), Study Island, APEX and Microsoft Office Certification courses.

Parental Involvement

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

Parental and student involvement is encouraged through ability to participate in activities such as the school site council, Title I Parent Meetings, District Advisory Committee, Informational nights and student recognition assemblies through out the year. Several programs have been initiated to improve student behavior and encourage school attendance such as recognizing students monthly and at the semester for exceptional student attendance. As a part of PBIS, students are eligible to earn recognition and incentives for displaying appropriate behavior.

To assist under acheiveing students AHS, VVUHSD and the community offer:
Student Assistance Review Board (SARB)
Student Study Team (SST)
At-risk counseling services and support groups- family and individual counseling available
It's A Gas
Safe and Sober activities
Link Crew
Assemblies for students
Motivational speaking engagements
The Parent Resource Center
Parent Coordinators
An On-Campus Intervention Instructor and Counselor
San Bernardino County School Resource Officer
San Bernardino County Probation Officer
Desert Mountain SELPA counseling
After School Tutoring
Academic Success
Youth Court

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School districts maintaining programs under this chapter (5 CCR 3932) shall provide opportunities for the involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation and evaluation of their consolidated application programs. Schools shall be deemed to have met this requirement by establishing a school site council under the provisions of Education Code sections 52852 and 52855.

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

Title II: The purpose of Title II is to increase the academic achievement of all students by helping schools and district improve teacher and principal quality through professional development and other activities and ensure all teachers are highly qualified. These funds are made available through the district to support staff development for teachers, paraeducators and administrators.

Title III: The purpose of these funds are to assist EL students to acquire English and achieve grade-level and graduation standards.

Economic Impact Aid (EIA): These funds are a state categorical program that provides supplemental funds to support additional programs and services for English learners (EL) and (2) compensatory education services for educationally disadvantaged students.

Key stakeholders participate in District based committees such as the District Advisory Committee, LCAP/ LCFF funding, and District English Language Acquisition Committee (DELAC).Representatives from Adelanto High School serve on each of these committees.

Parents are encouraged to get involved in their child's learning environment either by volunteering in extra curricular events, participating in a decision-making group, and/or attending school events.

Parents stay informed on upcoming events and school activities through email, newsletters, Back to School Nite, weekly grade checks, the school marquee, school website, Parent Aeries (ABI) and School Messenger (NTI) phone calls home.

The following volunteer opportunities are available to parents and community members who completed AHS volunteer orientation training and district volunteer paperwork:
Assist with program specific ASB activities
Athletic Programs - team parent, snackbar, etc.
Chaperone - field trips, etc.
Yearbook
Cadet Corp.
WASC
Coffee with the Principal
School Events

Parents are also encouraged to serve as Parent Representative on the following committees:
English Learner Advisory Council
School Site Council
Athletic Parent Involvement
ASB

Parents are invited to attend the following school activities:
Athletic Events
Back to School Night
ELAC Nights
Counseling/AVID Parent Nights
Student Performances
Senior Parent Nights
Financial Aid workshops

Funding

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

The following are additional programs that use funds provided by categorical programs:

Parent outreach and education
Advancement via Individual Determination (AVID)
Tutoring
Incentive programs
On-site bilingual Parent-Community Coordinators
Career Technical Education
Technology
Staff development
EL Support
APEX Credit Recovery
CAHSEE intervention classes
Safe and Supportive Schools
Educational based student study trips
On-Campus Intervention
Intervention Counselor
Staff Development
Parent Classes
Instructional materials and software

18. Fiscal support (EPC)

Adelanto High School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD/Math and the Single Plan for Student Achievement (SPSA).

Description of Barriers and Related School Goals

Currently AHS will continue to use previous year achievement data to determine student placement and the need for intervention. Data from the 2014-2015 CAHSEE indicated that there was not a significant difference in student achievement for students who were enrolled in additional intervention support as part of their regular class schedule; AHS will be implementing an intense after school tutoring program for students, up to three days per week.In the Spring of the 2014-2015 school year, all 9th grade students who had received 3 or F's in the first semester were placed in Academic Success. The end of year data showed that there was a 54% decrease in the number of students receiving Ds & F's. As a result of this significant improvements, all incoming 9th grade students for the 2015-2016 students who are not enrolled in 9th grade AVID will be placed in Academic Success where the focus will be reading comprehension, organizational skills, time management and test taking skills for example.

English Learners and students who have not yet reached proficiency as determined by CELDT testing will be placed in either an Academic English support class or the English Language Development course following district guidelines. Lack of parental involvement and awareness of the requirements of High School continue to be a barrier to students success for all students, including EL students. AHS will continue to offer bi-lingual parent meetings to encourage parents to become more active in their students education.

Some environmental and demographic barriers to education for AHS students include: a high transient rate, poor matriculation with incoming feeder school district, a high low socio-economic population and with students not residing with their biological parents. We also have an inordinate amount of incoming students who are between 2-5 years behind grade level in multiple academic content levels. The majority of incoming 9th graders are coming from an educational setting very different from high school. The students are coming from a K-8 school model where the importance of attending school regularly, displaying appropriate

social/emotional behaviors and time management were not appropriately addressed. The 2014-2015 AHS has a decline in approximately 60% suspensions from the year prior due to the implementation of a strong discipline/intervention system where families and communities were actively engaged. With a growth in both our counseling and administration teams, AHS fully anticipates the suspension rates to continue to decline while we focus on promoting positive student recognition through multiple channels such as PBIS, PLUS training and student incentive programs.

Related school goals:
S1-40% of the students will achieve proficiency in ELA and 38% of the students will achieve proficiency in mathematics as is assessed by the SBAC and students will increase proficiency on the CAHSEE by 3%.. (SPSA Goal #1)
S2-All ELL students will advance one CELDT level until reaching English proficiency as measured by the CELDT test. (SPSA Goal #2)
S3-Create and implement a staff development plan that focuses on the Common Core State Standards, Professional Learning Communities, Interventions, and effective literacy and instructional strategies aligned to the CCSS. (SPSA Goal #3)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	379	351	92.6	312	**2545.1**	5	26	34	23
All Grades	379	351	92.6	312		5	26	34	23

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	15	57	28	12	55	33	5	71	24	14	63	23
All Grades	15	57	28	12	55	33	5	71	24	14	63	23

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	379	343	90.5	312	**2494.6**	1	7	17	65
All Grades	379	343	90.5	312		1	7	17	65

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	5	24	71	3	48	49	3	47	50
All Grades	5	24	71	3	48	49	3	47	50

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	6	30	43	27	39	6	9	3	4	70
10	5	10	16	33	16	33	6	13	5	10	48
11	8	18	19	42	10	22	6	13	2	4	45
12	4	14	11	39	8	29	3	11	2	7	28
Total	21	11	76	40	61	32	21	11	12	6	191

Conclusions based on this data:

1. The lowest percentage subgroup was the Beginning English Language Proficient.
2. The subgroup with the largest percentage of students was the Early Advanced subgroup.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	121	143	191
Percent with Prior Year Data	99.2%	100.0%	100.0%
Number in Cohort	120	143	191
Number Met	50	90	103
Percent Met	41.7%	62.9%	53.9%
NCLB Target	57.5	59.0	60.5%
Met Target	**No**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4	117	12	135	22	179
Number Met	--	34	--	65	--	84
Percent Met	--	29.1%	--	48.1%	--	46.9%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	**No**	--	**No**	--	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	--
Met Percent Proficient or Above	No	No	--
Mathematics			
Met Participation Rate	Yes	Yes	--
Met Percent Proficient or Above	No	No	--

Conclusions based on this data:

1. Exceeded the annual growth target for AMAO 1.
2. Students with more than 5 years of EL instruction did not meet the proficiency targets for the last 2 years.
3. Students did not meet the AYP proficiency rates in English-Language Arts or Mathematics.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	908	814	
Percent with Prior Year Data	99.8	99.5	
Number in Cohort	906	810	
Number Met	538	543	
Percent Met	59.4	67.0	
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	121	834	102	751		
Number Met	25	395	22	396		
Percent Met	20.7	47.4	21.6	52.7		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**No**	**Yes**	**No**	**Yes**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. AMAO1 participation target was achieved for the past 2 years of testing administration (not including 2013-2014 school year).
2. Students with more than 5 years of EL instruction meth their participation target for NCLB for the last 2 years of testing administration (not including 2013-2014 school year).
3. The students have met the participation target for AYP for the last 2 years (not including the 2013-2014 school year) but did not meet the proficiency target for both ELA and mathematics.

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 for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: College & Career Readiness - Achievement
LEA GOAL:
Goal 1. All students will achieve high standards by attaining proficiency in reading/language arts and mathematics, and meeting graduation requirements.
SCHOOL GOAL #1:
To increase post-graduate college and career readiness by refining and supporting existing programs on campus including core English and Math classes. To be demonstrated by: 85% of students will pass English and Mathematics core classes as determined by semester grades. 90% of all ELL students will advance one CELDT level until reaching English proficiency as measured by the CELDT test. 75% of college bound students will participate in Advanced Placement/ Honors courses, and college testing. 70% of students in entry level ROP/ career pathways will continue on to advanced level courses.
LCAP Goal:
Goal 1. Increase the number of pupils who are on track to graduate college and career ready.
Data Used to Form this Goal:
2014-15 grade 10 CAHSEE student performance data, and analysis of student grades by semester in core English and Mathematics classes. CELDT/Reclassification data (subgroup specific). 2014-2015 Graduation rates. 2014-2015 AVID Certification report.

Findings from the Analysis of this Data:

For the February 2015 administration of the CAHSEE, 73% of the students passed the math portion of the CAHSEE while 76% of the students passed the ELA portion of the CAHSEE. This data represents as growth in proficiency for mathematics by 1% increase and 6% increase in English in comparison to the 2013-2014 CAHSEE data. 61% of the EL population passed the mathematics portion of the CAHSEE while 51% of the EL population passed the ELA portion of the CAHSEE. For the RFEP students, 94% of the students passed the mathematics portion of the CAHSEE while 93% of the students passed the ELA portion of the CAHSEE. For economically disadvantaged students, 73% of the students passed the mathematics portion of the CAHSEE while 69% of the students passed the ELA portion of the CAHSEE.

2014-2015 Graduation rate to be determined.

Based on the 2014-2015 RIMS AVID School Certification- AVID Students that Participate in College Testing
10th Grade PSAT 47%
11th Grade SAT 76%, ACT 45%
12th Grade SAT 18%, ACT 20%

AHS Data for semester grade passing rates, by semester:
1st SEMESTER ELA received a D or better: Reading XP 89%, 9TH GRADE ENGLISH 83%, 10TH GRADE ENGLISH 79%, 11TH GRADE ENGLISH 88%, 12TH GRADE ENGLISH 100%
1st SEMESTER ELD received a D or better: 100%
1st SEMESTER Math received a D or better: Basic Math 86%, Math I XP 100%, Consumer Math 99%, Algebra I XP 81%, Pre Calculus 76%, IntegratMathI 67%, IntegratMathII 90%, IntegratMathIII 89%
1st SEMESTER Advanced Placement Math received a D or better: AP Calculus AB 100%, AP Statistics 92%

2nd SEMESTER ELA received a D or better: Reading XP 83%, 9TH GRADE ENGLISH 80%, 10TH GRADE ENGLISH 73%, 11TH GRADE ENGLISH 92%, 12TH GRADE ENGLISH 100%
2nd SEMESTER ELD received a D or better: 100%
2nd SEMESTER Math received a D or better: Basic Math 91%, Math I XP 100%, Consumer Math 99%, Algebra I XP 70%, Pre Calculus 88%, IntegratMathI 58%, IntegratMathII 85%, IntegratMathIII 91%
2nd SEMESTER Advanced Placement Math received a D or better: AP Calculus AB 100% (AP Exam 0/24 received a score of 3 or better), AP Statistics 100% (AP Exam 1/10 received a score of 3 or better)

Analysis of semester grade data
ELA - There was a 3% decline in 9th grade English from 1st semester to second semester, and a 6% decline in 10th grade English. We saw a 4% increase in passing rate for 11th grade and no change for 12th. During 2nd semester there was an English teacher vacancy which affected both 10th & 12th grade students.
Reading XP - There was a 3% decline in Reading classes from 1st semester to second semester; loss of student motivation and long term substitutes affected this program.
MATH - There was an 11% decline in Algebra I XP, a 5% increase in Basic Math, a 9% decline in Integrated Math I, a 5% decline in Integrated Math II, and a 2% increase in Integrated Math III. During 2nd semester there were 2 mathematics vacancies affecting Integrated Math I - III; student performance may have been effected by long term substitutes.

Based on the significant decline represented by the data above, AHS intends to provide specific intervention programs to address the rates in Integrated Math I, II and English I, II. Moreover, subject specific tutoring will be offered multiple times per week to help with both remediation and intervention.

How the School will Evaluate the Progress of this Goal:
Math & English Language Arts content standards-based Quarterly benchmark assessments, created in PLCs, with the teacher utilization of School City data management system; analysis of semester 1 and 2 grades. CELDT/Reclassification data (subgroup specific). 2014-2015 Graduation rates. 2014-2015 AVID Certification report, and the number of students in entry level ROP/CTE classes that continue on to advanced levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1). Provides supplemental reading materials to support students academic language acquisition/ literacy standards in the common core. The supplemental books will be used to enhance the literacy programs and comprehension for students in the classroom, in all core courses and for EL students. Provide supplemental books for all core subjects that support A-G guidelines and to bridge the gap for students between current adopted texts and common core; may include supplemental books or textbooks in all core subjects over and above base instructional materials and inclusive of high interest grade appropriate readers for Special Education students.	Aug. 2015 - May 2016	Ashley Espinoza, English Dept Chair Eugene Otuonye, Dean Ebony Purcell, Principal Margarita Ortiz, ELD Coordinator	Supplemental Novels or Other Books	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	15,000
			Supplemental Novels or Other Books	4000-4999: Books And Supplies	Title I	42,750
			Supplemental Novels or Other Books	4000-4999: Books And Supplies	Unrestricted	6,000

course support for all classes that support A-G coursework, including the special education program support for after school tutoring; to be utilized for additional student instruction as well as unit recovery with a focus in Math & ELA. Up to 5 teachers per day for 4 days per week for after school instruction according to the schedule to be determined by school administration. To include the implementation of up to 8 Saturday Academies per year, certificated salaries and coordinator salary. Action to include both transportation and supper program support to enable students to participate in supported after school tutoring and intervention programs. To include support staff such as Bilingual Aides to assist EL students during tutoring hours and clerical for Saturday school program. Spirit of the program: to Provide after-school intervention tutoring program to improve literacy and mathematical skills across core content areas to support student academics, APEX and special education credit recovery, to increase the graduation rate and close the achievement gap.		Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean of Students Karen Musslewhite, Head Counselor	provide literacy and Mathematical support and credit recovery for students-Teacher & Counselor Extra Duty salaries	Personnel Salaries		
			Utilize highly-qualified certificated staff to provide literacy and Mathematical support and credit recovery for students-Teacher & Counselor Extra Duty salaries	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	8,000
			Transportation costs	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	4,800
			Transportation costs	5000-5999: Services And Other Operating Expenditures	Title I	7,200
			After School Supper program	None Specified	None Specified	
			APEX Coordinator	1000-1999: Certificated Personnel Salaries	Title I	1,965
			Copy paper, manila & hanging file folders, binders, tab dividers, toner, 3-drawer file cabinets etc. to support building student portfolios for APEX, credit recovery and tutoring programs and retaining student documents.	4000-4999: Books And Supplies	Title I	15,000
			Classified Support Staff	2000-2999: Classified	Title I	7,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3). Utilize on-line and consumable supplemental materials to improve math & ELA instruction and student engagement with peer to peer observations. Current OER will be enhanced to include new CA CCSS. PAES lab utilized by special education teachers/students to learn post high school skills needed for employment.	Aug. 2015 - May 2016	Dept. Chairs (ELA, Math, HSS, Science, Special Education) and respective administrators overseeing the departments	Continue Pearson supplemental support programs	None Specified	None Specified	
			Cost of period subs or roving subs for peer-peer observations, twice per quarter as needed	1000-1999: Certificated Personnel Salaries	Title I	5,000
			PAES Lab	None Specified	None Specified	
4). Implement Kagan Coaching Model for math & ELA teachers with emerging school wide use, to improve upon year 1 pilot of program. Site to participate in Academic Performance Survey in collaboration with SBCSS and VVUHSD coordinators.	Aug. 2015 - May 2016	Math & ELA Department members & Department Chairs and respective administrators overseeing the departments.	Cost of training, coaching, and subs	5000-5999: Services And Other Operating Expenditures	Title I	1,000
			Cost of Kagan specific instructional materials	4000-4999: Books And Supplies	Title I	500
5). Provide support training for data analysis, gradecam, INSPECT item banks, and teacher-created assessments; increase use of common assessments on School City and training covered in 2015-2016 SY	Aug. 2015 - May 2016	Department Chairs and respective administrators overseeing the departments.	No anticipated costs	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6). Purchase additional instructional materials to support project based learning and projects to enhance learning opportunities for students over and above base instructional programs, including but not limited to scientific and/or graphing calculators;graphing paper, compasses, pencils,colored pencils, markers, pens, glue, art supplies for classroom projects, staplers, binders, dividers, Dry Erase Markers, highlighters, poster boards, or other like instructional materials.	Aug. 2015 - May 2016	Core Dept. Chairs (ELA, Math, HSS, Science) and respective administrators overseeing the departments Stephanie Landez Ebony Purcell, Principal	Cost of instructional materials and supplies	4000-4999: Books And Supplies	Title I	35,000
			Cost of instructional materials and supplies	4000-4999: Books And Supplies	Unrestricted	20,000
			Cost of instructional materials and supplies	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	27,000
7). Provide Cohort PLC coaching support through SBCSS training	Aug. 2015 - May 2016	McKenzie Tarango, Assistant Principal Jennifer Longueira, HSS Chair Marc Orloski, Math Chair Martin Calderon, Science Chair Ashley Espinoza, English Chair	Cost of chort training	5000-5999: Services And Other Operating Expenditures	Title I	1,500
			Cost of classroom substitutes	1000-1999: Certificated Personnel Salaries	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8). Provide opportunities for teachers and staff to attend conferences, including but not limited to: Calif. Math Council Conferences: CMC South Math Conference, MVP, AP training, AP Equity Exchange, Good Teaching Conference & Fred Jones, ERWC, District Course Planning & ELA Related conferences, Underground Railroad Experience, NGSS & NTSA related science/common core workshops, AVID Summer Institute & Coordinator's Workshops, CABE, PLC training, Annual Special Education Conference & SELPA Workshops, RCOE/SBCSS teacher training, CFLTA/IEFLA Foreign Language workshops, community and/or parent engagement, etc.	Aug. 2015 - May 2016	Ebony Purcell, Principal Jennifer Longueira, HSS Chair Marc Orloski, Math Chair Martin Calderon, Science Chair Ashley Espinoza, English Chair	Cost of training, lodging, flight, meals, mileage	5000-5999: Services And Other Operating Expenditures	Title I	32,000
			Cost of classroom substitutes	1000-1999: Certificated Personnel Salaries	Title I	5,000
			Cost of training, lodging, flight, meals, mileage	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	10,000
			Cost of classroom substitutes	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	2,000
9). Provide monthly structured collaboration to allow for review of ongoing formative and summative assessments to provide strategic interventions including implementing PLC Leads to host meetings, set agenda, guide group in alignment of instruction, assessment creation, and data analysis, reteach/intervention as necessary and presenting information to other teachers.	Aug. 2015 - May 2016	Ebony Purcell, Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean Jennifer Longueira, HSS Chair Marc Orloski, Math Chair Martin Calderon, Science Chair Ashley Espinoza, English Chair	Built in district collaboration time per district calendar - PLC leads to receive stipend(s) for additional work necessary for implementation & analysis	1000-1999: Certificated Personnel Salaries	Title I	5,675

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10). Continue to implement research-based instructional strategies/best practices, including Thinking Maps, Kagan Cooperative Learning strategies, Agendas, AVID strategies, Interactive notebooks, Six + 1 Traits, Lesson Study etc.	Aug. 2015 - May 2016	Department Chairs and respective administrators overseeing the departments.	Cost of Period sub coverage	1000-1999: Certificated Personnel Salaries	Title I	1,200
			Cost of instructional materials, programs and supplies	4000-4999: Books And Supplies	Title I	4,000
			Cost of instructional materials, programs and supplies	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	2,000
11). Purchase and deploy classroom mobile devices,software, scanners, printers and materials (laptops, tablets, netbooks, consumables, workbooks, etc) for targeted subgroups online access to Pearson supplemental support materials, EdGenuity, and Open Ed. Resources (OER- TBD), FEV Tutor, BrainPOP, TCI, Quia, Kuta, Turnitin.com, Study Island, or other similar programs to support supplemental classroom instruction. All programs intend to be continued and increased to expand support for English, Math and support classes based on gross improvement data to further close the achievement gap for under-performing students; including increasing proficiency in standardized testing and to best assist student needs, including Special Education and EL Subgroups, by offering opportunities above the base instructional programs.	Aug. 2015 - May 2016	Ebony Purcell, Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean	Cost of Instructional Programs	4000-4999: Books And Supplies	Title I	55,500
			Cost of Instructional Programs	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	20,000
			Cost of Instructional Programs	4000-4999: Books And Supplies	Unrestricted	4,300
			Cost of Hardware or Software to support programs	4000-4999: Books And Supplies	Title I	
			Cost of Hardware or Software to support programs	4000-4999: Books And Supplies		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12). Provide students opportunities to attend educational study trips; to include all core subjects, AVID college tours, ELD, Cadet Corps, and special education	Aug. 2015 - May 2016	Ebony Purcell, Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean Heather Dienes, Special Education Chair Margarita Ortiz, ELAC Coordinator	Cost of Transportation	5000-5999: Services And Other Operating Expenditures	Title I	30,000
			Cost of Transportation	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	10,000
			Cost of Entry fees	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	1,500
13). Purchase professional development (PD) training and materials, utilize texts, materials, and online supplemental support digital media to implement the following for: a. Current Board Approved Core Materials b. School-wide Reading Intervention Program TBD c. Edge Program d. Visions EL Program e. Scholastic's 3D English f. Edmentum's Study Island-College and Career Readiness Package g. Supplemental Novels for ELA Dept. h. English Program for EL Students i. APEX j. AVID instructional guides k. English language learners, and SPED in grades 9-12 reading below grade leve l. Mobi's and training	Aug. 2015 - May 2016	Ebony Purcell, Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean	APEX Program	None Specified	Economic Impact Aid/State Compensatory Education	8,400
			APEX Program	None Specified	Title I	5,600
			Rosetta Stone	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	17,500
			Instructional Materials - Continuation of existing programs	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	10,000

of diverse learners via visual kinesthetic aids to provide realia for English Learners and support all student achievement in biology, chemistry, physics courses and all elective courses that support core curriculum, including California Cadet Corps. To include special projects such as the Biology Greenhouse project, rocket science and other similar experiments or projects to enhance instruction and learning. Students will participate in and hands-on learning activities to increase research and expository reading and writing skills. Teachers will plan, implement and develop 4 - 6 essential labs (mutually agreed) for all students that address the common core standards for 9th - 12th grade science. ELECTIVE DEPARTMENT/FOREIGN LANGUAGE DEPT a. All teachers will create cross-curricular activities that correlate with Math and Science common core standards, to be inclusive of EL and Special Education subgroups. (Example: Scale drawings of the stage for drama class, demonstrate light angles in stage production such as 90 degrees,...) b. Implement cross-curricular activities that correlate with the ELA common core standards by integrating reading, writing and speaking. (Example researching and		Martin Calderon, Science Dept. Chair Michele Johnson, Art Dept Chair	support classroom instruction, may include perishable items for classroom instruction as supported by teacher lesson plans		Compensatory Education	
			Purchase instructional materials to support classroom instruction, may include perishable items for classroom instruction as supported by teacher lesson plans	4000-4999: Books And Supplies	Title I	25,000
			Purchase instructional materials & equipment for Fine Arts courses; including realia for ELD students.	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	10,000
			Purchase instructional materials & equipment for Fine Arts courses.	4000-4999: Books And Supplies	Title I	15,000
			Cameras and/or Video Cameras	5000-5999: Services And Other Operating Expenditures	Title I	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
15). Train and implement Advancement Via Individual Determination (AVID) program – transition to school-wide program instructional components. AVID will use critical reading strategies that involve demonstration of close readings using AVID weekly and document cameras.	Aug. 2015 - May 2016	Kevin Skelton, AVID Coordinator Karen Musselwhite, Head Counselor Ebony Purcell, Principal	Twice a week college students will come in and assist students in a 12:1 tutor to student ratio. AVID elective teachers will participate in AVID Summer Institute (July/Aug): a) AVID coordinator's workshop b) RIMS AVID Implementation c) New Elective AVID Teacher Orientation	2000-2999: Classified Personnel Salaries	Title I	18,000
			AVID WEEKLY Subscriptions	4000-4999: Books And Supplies	Title I	499
			AVID Membership Fees Secondary	5000-5999: Services And Other Operating Expenditures	Title I	2215

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
16). Career Tech Ed. (CTE) staff to attend CC Instructional Shifts in Support of CTE training World Lang Teachers to complete CCSS intro training EL Teachers and ELAC Coordinator to attend CABE Conference	Aug. 2015 - May 2016	Martin Calderon, Science Dept. Chair Yvette Toro, Electives Dept. Chair Ashley Espinoza, ELA Dept. Chair Jennifer Lovelace, Foreign Lang. Dept Chair	EL teacher, parent representatives and ELAC teacher/coordinator to attend annual CABE conference in Anaheim, CA	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	5,000
			Complete intro workshop focused on the relationship between CCSS and CTE or NGSS. Train for Calif. Career Pathways and Partnership Academies	5000-5999: Services And Other Operating Expenditures	Title I	2,000
			Complete intro workshop focused on the relationship between CCSS and CTE or NGSS. Train for Calif. Career Pathways and Partnership Academies	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
17).History/ Social Sciences will integrate primary source materials (DBQ's, FRQ's, TCI) and articles from newspapers, magazines, and websites to be used in conjunction with the text book and supplemental materials to place an emphasis on literacy and writing. History HSS Dept. will "integrate and evaluate" content presented in diverse media formats including visually and quantitatively, as well as in words. Purchase United Streaming online video services. Purchase geography program consumables that promote analysis of documents, charts, graphs, maps etc…	Aug. 2015 - May 2016	Jennifer Longuiera, History (HSS) Dept. Chair Ebony Purcell, Principal	History Social Science to administer reading and writing workshop using reading materials to support literacy and writing.	4000-4999: Books And Supplies	None Specified	
18). Provide on campus (roving) substitutes to relieve core subject teachers as they participate in lesson study, mentoring, collaboration on effective instructional design and delivery	Aug. 2015 - May 2016	Ebony Purcell, Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean	Provide per diem per hour sub rate or substitutes	1000-1999: Certificated Personnel Salaries	Title I	3,000
			Provide per diem per hour sub rate or substitutes	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education	600
19). Utilize K-16 Bridge Program & Eureka Programs Via VVC to Assist students with post high school planning	October 2015 - May 2016	Ebony Purcell, Principal Karen Musslewhite Kathy Bertelsen	Cost of software program	1000-1999: Certificated Personnel Salaries	Title I	1,000
			Cost of software program	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education	520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
20). Purchase intervention handbooks for all students to support best practices and instructional strategies schoolwide; including AVID instructional strategies, note-taking methods and foundational literacy.	Aug. 2015 - May 2016	Vanessa Henry Ashley Espinoza Kevin Skelton Karen Musslewhite Stephanie Landez Ebony Purcell	Purchase of student organizers, note-taking, literacy, information text strategies, etc.	4000-4999: Books And Supplies	Title I	6,800
			Purchase of student organizers, note-taking, literacy, information text strategies, etc.	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	1,200
21). Provide an EL Coordinator to act as a liaison between ELAC and DELAC each month. The EL coordinator will also support the CELDT administration at the site by coordinating with Ed Services to schedule test administration and communicate CELTDT testing information, including CELDT data, to staff. The EL Coordinator will serve as a liaison between the district and the site and will attend monthly EL Site Coordinator meetings at the district office and will communicate the EL courses, programs, and services at the site as well as sharing best practices for the ELs, discuss concerns, and obtain EL information, data and resources. EL coordinators will advocate for continuous improvement of the EL programs and services at the site and will present at a minimum of one staff meeting in the Fall and one in the Spring to disseminate EL data, information, resources, and best practices to teachers. EL coordinators will serve as English Learner advocates at the site.	Aug. 2015 - May 2016	Heather Durant -- EL Coordinator for the District & Margarita Ortiz -- EL Coordinator for AHS Eugene Otuonye, Dean Ebony Purcell, Principal	EL Site Coordinator	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education	1,740

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
22. Provide position for an EL Instructional Assistant to assist classroom teachers with new Spanish speaking students in their Core classes.	Sept. 2015- May 2016	Heather Durant -- EL Coordinator for the District & Margarita Ortiz -- EL Coordinator for AHS Eugene Otuonye, Dean Ebony Purcell, Principal	Bilingual Aides	2000-2999: Classified Personnel Salaries	Economic Impact Aid/State Compensatory Education	41,000

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 for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Pupil Engagement - Honor
LEA GOAL:
Goal 2: All students will be educated in learning environments that are safe, drug free, and conducive to learning. Objective 4: Monitor student success and provide appropriate interventions.
SCHOOL GOAL #2:
All students will be educated in a learning environment that is safe and promotes positive student attendance and behaviors. Targeted intervention programs will be implemented to support under performing students.
LCAP Goal:
Goal 2: Promote pupil engagement and achievement in a safe, respectful well-maintained and equipped school environment.
Data Used to Form this Goal:
2013-2014 and 2014-2015 Suspension Data by semester: the 2013-2014 1st Semester: 11.35% and 2nd Semester: 12.57%. The 2014-2015 1st Semester: 12.81% and 2nd Semester: 6.57%. ******2014-2015 Attendance Data****** 2014-2015 Academic Success student Data
Findings from the Analysis of this Data:
2014-2015 Suspension Rate : 6.22 % reduction from first to second semester and 4.52 % annual reduction in comparison to the 2013-2014 school year. 9th grade students who were identified by failing 3 or more classes at the first semester were placed into academic success. By the 2nd semester of 2014-2015 students enrolled in Academic success earned 93 F's in comparison to 200 1st semester = a 53.5% reduction.
How the School will Evaluate the Progress of this Goal:
AHS intends to implement Academic Success beginning semester 1 in the 2015-2016 school year for incoming freshman who are not enrolled in AVID. This proactive implementation school wide will allow struggling students to learn the skills necessary for academic success. Quarterly and semester grades will be monitored by Intervention Counselor, Dean and On Campus Intervention (OCI) teacher. Link Crew will increase their presence and the activities offered for 9th grade students on a regular basis designed to engage students in positive school activities, advertisements from these events will be our baseline measurement. Suspension Data will be evaluated at the semester. New for the 2014-2015 school year, AHS will implement PBIS, Youth Court and PLUS student forums. PBIS baseline data will be gathered by the number of students assigned to OCI, Detention and Campus Ecology on a monthly basis in addition to the amount of SAINT tickets collected monthly. PLUS student forum data will convey the student perception of issues that need addressing on campus. Youth court baseline data will be established by identifying the number of students who received citations that complete the alternative consequences in addition to those who are assigned and continue on to the District Attorney for the original citation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1). Implementing AHS Renaissance Recognition program with the help of Link Crew, PBIS/PLUS Team, Zoo Crew, Counselors, Teachers, administration and Leadership students to provide an education enrichment program that empowers students to make their education matter by increasing students GPA's, attendance rates, and improving school pride, decreasing suspension rates, and increasing graduation rates. To include student incentives & PIPS. A PBIS team will be assembled, and PBIS training will occur throughout the 2014-2015 school year with full implementation in August of 2015. This intervention program will improve the school learning community.	Aug 2015-May 2016	Ebony Purcell Karen Musslewhite Vanessa Henry Kathy Bertlesen Nadia Gonzalez Wayne Wilson McKenzie Tarango Rachel Storch Eugene Otuonye Elijah Thorton	Professional Development	5000-5999: Services And Other Operating Expenditures	None Specified	
			*Increase school wide recognition and implementation of students actively engaged in programs and events moving students from at-risk to proficient and prepared for college: including incentives.	4000-4999: Books And Supplies	Title I	5000
			*See above.	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	3,000
			**Increase school wide recognition and implementation of students actively engaged in programs and events moving students from at-risk to proficient and prepared for college including speaking engagements and printed materials including t-shirts	5000-5999: Services And Other Operating Expenditures	Title I	3,000
			**See above	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	1,500
			**See above	4000-4999: Books And Supplies	Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2). The Destination College Intervention Coordinator will help develop a college- going learning environment including identifying students displaying risk factors that are linked to a greater likelihood of dropping out. Risk factors include, but are not limited to discipline, attendance, and grades. Adviser will also provide College & Financial Aid Workshops, as well as meeting with students on an individual basis throughout the school day.	Aug 2015-May 2016	Ebony Purcell UC Berkeley Adviser, TBD	The Destination College Program is an intervention program that encourages at risk students to graduate and attend college	2000-2999: Classified Personnel Salaries	Title I	20,350
			The Destination College Program is an intervention program that encourages at risk students to graduate and attend college	2000-2999: Classified Personnel Salaries	Economic Impact Aid/State Compensatory Education	11,650

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3). Continuation and expansion of Link Crew program and classroom structures. Provide students & community members with the opportunity to engage in forums, seminars or presentations to motivate and/or detour at risk-students to improve education based goals and increase positive behavior	Aug 2015-May 2016	Nadia Gonzalez, Link Crew Advisor Wayne Wilson, Link Crew Advisor Karen Musslewhite, Head Counselor Ebony Purcell, Principal	Program start up fees including school activities, incentives, increasing program awareness, including t-shirts and reaching out to incoming students via feeder schools. To improve school culture and increase student expectations.	4000-4999: Books And Supplies	Title I	800
			Program start up fees including school activities, incentives, increasing program awareness, and reaching out to incoming students via feeder schools. To improve school culture and increase student expectations.	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4). Continue/ Modify Schoolwide Positive Behavior Intervention implementation (PBIS); program to be revamped and introduced on both an administrative and teacher level - to work in conjunction with PLUS Training. To include incorporation of computer based curriculum program for OCI to pair with PBIS, and technology integrated components such as a video/still camera to document students in action, to increase student engagement and parental involvement, and to advertise the school programs & highlights.	Aug 2015-May 2016	Ebony Purcell, Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean Natalie Carter, PLUS Coordinator Michael Carter, PLUS Teacher Brenda Landry, PLUS Teacher Michael Campbell, OCI Instructor	Cost of subs for teachers while at training	1000-1999: Certificated Personnel Salaries	Title I	800
			Cost of subs for teachers while at training	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory Education	450
			Cost of curriculum and software	4000-4999: Books And Supplies	District Funded	
			Cost of video/still cameras	4000-4999: Books And Supplies	Title I	1500
6). Provide students & community members with the opportunity to engage in forums, seminars or presentations to motivate and/or detour at risk-students to improve education based goals and increase positive behavior	Aug 2015-May 2016	Ebony Purcell Stephanie Landez Vanessa Henry Karen Musslewhite Kathy Bertelsen Margarita Ortiz McKenzie Tarango Rachel Storch Eugene Otuonye	Improve School culture and increase student expectations	5000-5999: Services And Other Operating Expenditures	Title I	500
			Improve School culture and increase student expectations	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7). Implement a student based tutoring program through on campus Link Crew tutors as a means to increase student engagement and understanding in classrooms; as well as targeted student retention efforts. Implement in class instructional program to support struggling freshman students. The program is an intensive approach to help students who need assistance with study skills, organization and credit recovery, for both core classes and implementation of Academic Success. Purchase additional instructional materials to support instruction of organizational skills and study habits conducive to student academic success, including but not limited to calculators;graphing paper, compasses, pencils, pens, glue, art supplies for classroom projects, staplers, binders, dividers, Dry Erase Markers, etc	Aug 2015-May 2016	Ebony Purcell Stephanie Landez Vanessa Henry Francis Herdlein Karen Musslewhite Kathy Bertelsen Margarita Ortiz McKenzie Tarango Rachel Storch Eugene Otuonye	To support students with academic challenges and to establish work habits and study skills for future years. Purchase additional instructional materials to support instruction of organizational skills and study habits conducive to student academic success	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	500
			To support students with academic challenges and to establish work habits and study skills for future years. Purchase additional instructional materials to support instruction of organizational skills and study habits conducive to student academic success	4000-4999: Books And Supplies	Title I	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
8.) On Campus Intervention Counselor/Teacher to provide targeted intervention for at risk students.	July 2015 - May 2016	Elijah Thornton- OCI Counsleor Michael Campbell- OCI Teacher Ebony Purcell Karen Musslewhite Eugene Otuonye	To support students with academic/behavioral/social challenges to increase student acquisition of appropriate skills conducive to success in school and the world.	1000-1999: Certificated Personnel Salaries	Title I	55,205
			To support students with academic/behavioral/social challenges to increase student acquisition of appropriate skills conducive to success in school and the world.	1000-1999: Certificated Personnel Salaries	Title I	60,818
9.) Support student driven programs such as Mock Trial, History Day, and similar programs.	July 2015 - May 2016	Ebony Purcell Jennifer Longueira McKenzie Tarango Rachel Storch Karen Musslewhite Eugene Otuonye	Student participation fees	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Support Staff / Salaries	1000-1999: Certificated Personnel Salaries	Title I	4,000
			Conference or Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	1,000

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 for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Parental/Community Involvement- Serve
LEA GOAL:
Goal 2, Objective 2: Improve community relations and recognize diversity using a variety of strategies including, but not limited to, community forums, parent support groups, and involved individuals; Goal 4, Objective 1: Work together to ensure that stakeholders are engaging in roles they are best positioned to lead.
SCHOOL GOAL #3:
To increase student/family/community engagement opportunities, partnerships, and support both during and after school hours by making information available in several mediums (print, online, in person) and languages.
LCAP Goal:
Goal 3: Parents, families and the community will become more fully engaged as partners in the education of our students.
Data Used to Form this Goal:
Sign in sheets/parent attendance at School Site Council, ELAC events, Back to School Night, Coffee with the Principal and responses from student and parent forum***
Findings from the Analysis of this Data:
Parents expressed the need to have someone available that speaks Spanish available in the offices, there are parents that serve on multiple committees. Students expressed the desire to have more opportunities available to positively be involved in school.
How the School will Evaluate the Progress of this Goal:
Increased parental attendance at site functions and leadership roles on committees, PLUS forum student feedback, Healthy Kids Survey and the amount of parents assisted by Bilingual Parent Coordinator. Student participation/attendance in clubs and extra-curricular events including tutoring and information nights.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1). Continue to support bilateral community partnerships that foster involvement between students, staff and the community. This is to include community service from students based clubs and programs, donations from community sponsors, and involvement in local Rotary, City and religious organizations.	August 2015- May 2016	Ebony Purcell Stephanie Landez Vanessa Henry Margarita Ortiz McKenzie Tarango Rachel Storch Eugene Otuonye	It's a Gas - Perfect Attendance	None Specified	None Specified	
			Adelanto Rotary	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	400
				5000-5999: Services And Other Operating Expenditures	Title I	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2). Through a variety of means, improve written communications with parents, students, and the community by providing stakeholders with critical educational information, such as school information flyers, updating the school website & marquees, the parent compact, the parent involvement policy, a-g requirements, activities and parental educational support information. All stakeholders will continue to develop and refine ways to improve communication among all stakeholders. Increase website presence, circulation of newsletters, support student newspaper program, promote parent meetings and involvement, and increase postage budget Provide opportunities for parents to be involved in the educational program and student performance. To include counseling communications both to students and home; notifications of intervention programs, of student progress, "at promise" or risk of not graduating, parent engagement and EL learners.	August 2015- May 2016	Ebony Purcell Stephanie Landez Vanessa Henry McKenzie Tarango Natalie Carter Counselors	Office Supplies/ Counseling forms	4000-4999: Books And Supplies	Title I	10000
			Office Supplies/ Counseling forms	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	3000
			Postage	4000-4999: Books And Supplies	Title I	6000
			Postage	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3). Send a team of site staff to the annual CADA conference to continue to develop positive activities based student programs on campus to empower student leaders. Site Membership dues.	August 2015- May 2016	Vanessa Henry Tricia Austin Nadia Gonzalez	Cost of conference and accomodations	5000-5999: Services And Other Operating Expenditures	Title I	1400
			Cost of conference and accomodations	5000-5999: Services And Other Operating Expenditures	General Fund	250
			Cost of site membership	5000-5999: Services And Other Operating Expenditures	Title I	250
4). Hire (bilingual) parent coordinator(s) to increase parent involvement on campus and improve communication with parents and community members. To include professional and community development opportunities for parent volunteers and coordinators, to provide opportunity to network with other schools regarding parental involvement and engagement activities; etc. To include parent members of both SSC and ELAC, and conferences such as CABE, Family Engagement Network, and SSC training.	August 2015- May 2016	Ebony Purcell Stephanie Landez Vanessa Henry Margarita Ortiz McKenzie Tarango Rachel Storch Eugene Otuonye	Parent Coordinator Stipend (Bilingual)	2000-2999: Classified Personnel Salaries	Economic Impact Aid/State Compensatory Education	3200
			Parent Coordinator Stipend	2000-2999: Classified Personnel Salaries	Title I	6400
			Parent involvement, development and networking	5000-5999: Services And Other Operating Expenditures	Title I	2,000
			Parent involvement, development and networking	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5). Develop a parent engagement center - intend to overhaul & implement Year 1 program, phased in. Hire parent coordinators & develop annual budget To increase parent volunteer efforts and involvement within the educational environment; to host monthly Coffee with the Principal meetings, volunteer orientations and related parent education seminars and communications; including both refreshments and childcare to attract the greatest number of parents. To include the purchase of display and presentation furniture to make materials readily accessible and available to all; to include, but not limited to, portable white boards, large poster paper, information display/stands, bookshelves, easel displays, paint & markers for windows & advertisement, video and/or still camera for advertisement & engagement, etc.	August 2015- May 2016	Administrators and Teachers	Materials, Computers, printers, office supplies, Xerox account, etc	4000-4999: Books And Supplies	Title I	15,000
			Materials, Computers, printers, office supplies, Xerox account, etc	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	10,000
			Refreshments, Childcare, etc.	5000-5999: Services And Other Operating Expenditures	Title I	3,000
			Refreshments, Childcare, etc.	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	2,000
			Purchase of display & presentation materials, camera/video camera	4000-4999: Books And Supplies	Title I	11,000
			Purchase of display & presentation materials, camera/video camera	4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory Education	3,000
6). Teacher/Parent use of Aeries gradebook to ensure parents have access to their students current academic performance & establish student Aeries/Google accounts for each student	August 2015- May 2016	All teachers Parent Coordinators	In houseTraining for teachers as needed; Providing parents with access			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7). Monthly informational meetings for parents to provide them with the tools to assist their students, increase parent engagement and campus presence; to include parent forums such as School Site Council and Spanish speaking forums such as ELAC and EL Re designation night.	August 2015- May 2016	Ebony Purcell, Principal McKenzie Tarango, Assistant Principal Rachel Storch, Assistant Principal Eugene Otuonye, Dean Karen Musslewhite, Head Counselor Maragarita Ortiz, EL Coordinator Stephanie Landez, Principal's Assistant	The cost of refreshments for parent engagement meetings and events including: Aeries, Graduation Requirements, SBAC, Common Core, CAHSEE, College entry requirements, volunteering, study skills, SSC etc.	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	2000
			The cost of refreshments for parent engagement meetings and events including: Aeries, Coffee with the Principal, Graduation Requirements, SBAC, Common Core, CAHSEE, College entry requirements, volunteering, study skills, SSC etc.	5000-5999: Services And Other Operating Expenditures	Title I	1200
8). Enter into consultant agreement with Donna Douty to assist with site wide program(s) improvement; including WASC Self Study, evaluations and parent engagemnet	August 2015- May 2016	Ebony Purcell, Principal Yvette Toro, WASC Coordinator	WASC self study, processes and focus group leader training Parent Engagement	5000-5999: Services And Other Operating Expenditures	Title I	1,000
				5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/State Compensatory Education	1,000
				5000-5999: Services And Other Operating Expenditures	Other	1,000

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**
Economic Impact Aid/State Compensatory Education	265,060.00
General Fund	250.00
Other	1,000.00
Title I	585,477.00
Unrestricted	30,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	188,973.00
2000-2999: Classified Personnel Salaries	105,100.00
4000-4999: Books And Supplies	424,899.00
5000-5999: Services And Other Operating Expenditures	149,615.00
None Specified	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Economic Impact Aid/State Compensatory	3,310.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid/State Compensatory	57,350.00
4000-4999: Books And Supplies	Economic Impact Aid/State Compensatory	144,500.00
5000-5999: Services And Other Operating	Economic Impact Aid/State Compensatory	51,500.00
None Specified	Economic Impact Aid/State Compensatory	8,400.00
5000-5999: Services And Other Operating	General Fund	250.00
5000-5999: Services And Other Operating	Other	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	185,663.00
2000-2999: Classified Personnel Salaries	Title I	47,750.00
4000-4999: Books And Supplies	Title I	249,599.00
5000-5999: Services And Other Operating	Title I	96,865.00
None Specified	Title I	5,600.00
4000-4999: Books And Supplies	Unrestricted	30,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	618,464.00
Goal 2	176,423.00
Goal 3	87,700.00

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
Ebony Purcell	X				
Linda Terhune			X		
William Winburn			X		
Stephanie Landez (alternate)			X		
Jeff Voigt		X			
Janice Betian		X			
Brenda Landry		X			
Selene Castro				X	
Brigette Conner				X	
Tiffany Bradley				X	
Rondale Young					X
Jennifer Lopez					X
Trinity Jones					X
Jada Cobos (alternate)					X
Elizabeth Cornejo (alternate)					X
Margarita Ortiz (alternate)		X			
Yvette Toro (alternate)		X			
Numbers of members of each category:	**1**	**3**	**2**	**3**	**3**

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)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
X	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
X	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): Advanced Placement (AP) Committee	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 December 1, 2015.

Attested:

Ebony Purcell		
Typed Name of School Principal	Signature of School Principal	Date
William Winburn, Assistant SSC Chairperson		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Annual Evaluation of At-Risk Programs from Previous School Year

Program	Narrative	Positive Outcome	Negative Outcome	Conclusions
ALL PROGRAM COMPONENTS FORMERLY GOAL 5, SPSA	Program Goal #5: Provide targeted intervention and support for underperforming students to address student dropout rates, the needs of at-risk students, and those who demonstrate academic challenges.			VARIED - SEE BELOW
Edmentum Study Island	Web based program with grade-level academic standards; provides standards-based instructional, practice, assessment, and productivity tools that improve the performance of educators and students via our web-based platforms.	Usage reports show significant growth post staff training on program		Increase training and availability, will continue use and merge with Goal #1
On Campus Intervention	Includes on campus intervention program, as well as assistance from administration, Probation and School resource officer. 2015-2016 anticipated to add intervention Counselor	Began using software program to structure time spent in intervention		We restructured OCI at the semester break and it provided an alternative to suspension and an opportunity for students to remain at school where they have support academically, organizationally, and socially.
Rosetta Stone	Increase use of Rosetta Stone to bridge the gap for ELD and native speaking students	Purchased multi-year term		Program was piloted in 2014-2015 through district licenses. Multi-year plan to fully implement at AHS with students and parent programs beginning early 2015-2016 school year.

Adelanto High School
2014-2015

Annual Evaluation of the SPSA

Plan component: Program Goal #1: Math & English		
Goal: 40% of the students will achieve proficiency in ELA and 38% of the students will achieve proficiency in mathematics as is assessed by the [SBAC] and students will increase proficiency on the CAHSEE by 3%. **LCAP Goal:** Goal 1. Increase the number of pupils who are on track to graduate college and career ready.	**Desired Outcome:** Increase proficiency on the CAHSEE by 3%.	**Result:** • ELA: 70%-76%, 6% increase • Math: 72%- 73%, 1% increase

Implementation of Activities	
Activities that worked well for us:	**Activities that we would like to continue, with minimal modifications:**

Item #6: completed, plan to continue. Will merge verbiage from item #16 due to similarities and overlap. Item #7: Continue Item # 10: No change necessary Item(s) #14-15: NO CHANGE – MERGE Item #19: No change Item # 21: merge with #2 Item #23: Increase Budget	Item # 11: Increase/ revise budget Item #12: Continue; increase budget for FEV Tutor – to expand to include English II & Integrated Math I based on gross improvement data; possible increase in busget if teacher laptops were not completed/covered by 2014-2015 purchasing. Item #3: Open consumables (MVP/ Pearson) to all departments; continue online support use and identify specific New CA CCSS Standards and texts Item # 4: Emerging school wide use, piloted on year 1 Item #5: Increase use of common assessments on School City; training covered in 2014-15 school year. Item # 8: Develop site training plan/ calendar (planned ahead); common to departments (August) Item # 13: Modify to include ELD & SPED; increase advanced planning Item # 17: Revise Budget Item # 18: Review/ Increase Budget Item # 20: annual renewal of United Streaming Item # 22: Review/renew budget with transportation Item # 24: To include SBAC & AP testing

Activities that we would like to continue but require significant modification:	**Activities that we will eliminate:**
ACTIVITIES THAT WE WOULD LIKE TO CONTINUE BUT REQUIRE SIGNIFICANT MODIFICATION: Item # 2: Implementation process needs to begin Plan 12 Saturday Academies with targeted subject focus' 3 teacher & 1 coordinator per Saturday (3 hr block) Re-Implement AHS Afterschool Tutoring *M, Tues, Thus to be 1 hr + include supper/transportation Item # 1: Review efficacy and possible continuation with Department Chair	Item # 9

Plan component: Performance Goal #2: ELD		
Goal: All ELL students will advance one CELDT level until reaching English proficiency as measured by the CELDT test. **LCAP Goal:** Increase the number of pupils who are on track to graduate college and career ready.	**Desired Outcome:** All ELL students will advance one CELDT level	**Result:** Data based only on students who have participated in the AHS EL program 1+ yrs - entire ELD goal will be collapsed and restructured into Goal #1 as a component of the ELA improvement goals.

Implementation of Activities	
Activities that worked well for us:	**Activities that we would like to continue, with minimal modifications:**
Item #1: continue, no change Item #2: continue, no change Item #5: continue, no change	Item # 4: Strike Dictionaries Item #6: revise budget

Activities that we would like to continue but require significant modification:	**Activities that we will eliminate:**
Item #3: include software – Rosetta Stone and possibly develop standing computer lab	Item # 9

Plan component: Performance Goal #3, Increase by 10% Positive, Engaged and Safe School Culture Metrics as measured Parent, Staff Surveys and Suspensions		
Goal: Improve school culture by creating a partnership with families and community to create a safe educational environment conducive to student learning which will result in a 5% reduction in the number of suspensions. This will include increasing parent involvement and family engagement opportunities both during and after school hours. **LCAP Goal:** Goal 2: Promote student engagement and achievement in a safe, respectful well maintained and equipped school learning environment. Goal 3: Parents, families and the community will become more fully engaged as partners in the education of our students.	**Desired Outcome:** Reduced suspension rate by 5%	**Result:** • 2013-2014 annual suspension rate was 23.91% 1st Semester: 11.35% 2nd Semester: 12.57% • 2014-2015 annual suspension rate was 19.39% 1st Semester: 12.81% 2nd Semester: 6.57% • 4.52 % annual reduction • 6.22 % reduction from first to second semester *** Reduced suspension rate can be attributed to the swift action/ administrative support of November's incidents; as well the implementation of various levels of tiered intervention programs, alongside class changes in the special education department. ED classes were made self, contained and integrated point level system (incentives) as well as creating self contained SDC class – interventions were offered in lieu of suspension including community service, Why Try?, revamped OCI, and classes through probation. There are all plans in place to actively participate in Youth Court next year, which is a restorative Justice Program. Goal will be collapsed and realigned with School Learning Outcome : Honor, newly restructured Goal 2 for 2015-2016 plan

Implementation of Activities	
Activities that worked well for us:	**Activities that we would like to continue, with minimal modifications:**
Item #1: continue, no change Item #7: continue, and incorporate in Goal #2 Item #13: continue, no change	Item # 2: increase website presence Item #3: increase/revise budget Item #6: add student Aeries Item #10: merge with Item #11

Activities that we would like to continue but require significant modification:	**Activities that we will eliminate:**
Item #4: Improve PBIS implementation on administrative & teacher level Item #5: overhaul, implement, hire parent coordinators, develop realistic budget Item #9: increase website presence, site wide newsletters, support student newspaper program & increase postage budget.	Item # 11 Item # 12

Plan component: Performance Goal #4, College and Career Readiness/ Graduation rates		
Goal: To increase post-graduate college and career readiness culture by refining and supporting existing programs on campus including AVID, Advanced Placement courses, Cadet Corps, education based student study trips and Career Tech Ed/ ROP pathways **LCAP Goal:** Goal 1. Increase the number of pupils who are on track to graduate college and career ready.	**Desired Outcome:** YEAR 1 - first year with graduating class	**Result:** - 1ST YEAR OF BASELINE GRADUATION DATA (14/15) obtained. Goal will be eliminated and restructured, to be reincoperated under the new Achieve goal, 2015-2016 SPSA Goal 1. Moreover, certain components are an integral part of restructured Serve goal, 2015-2016 SPSA Goal 3.

Implementation of Activities	
Activities that worked well for us:	**Activities that we would like to continue, with minimal modifications:**
Item #5: no change, actual budget $32,000 Item #6: continue, no change Item #7: continue, no change Item #8: continue, no change	Item # 1: increase budget Item #2: Discuss/ expand student incentives; revise budget Item #3: inc conjunction with Goal #1 Item #4: inc conjunction with Goal #1

Activities that we would like to continue but require significant modification:	**Activities that we will eliminate:**
Not applicable	Not applicable