

The Single Plan for Student Achievement

School: Leigh High School
CDS Code: 43694014330239
District: Campbell Union High School
Principal: Kara Butler
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Leigh High School's Vision and Mission Statements

Vision

Leigh's vision is to foster a learning community where we all strive for continual growth.

Mission

Leigh's mission is to provide a safe and caring learning environment to prepare students for success in their post-high school life by engaging them in meaningful experiences. This includes participating in activities, using appropriate tools, and emphasizing critical thinking, problem solving, and analytical skills. To promote high standards and expectations, students, faculty, staff, parents, and the community share the responsibility for advancing the school's mission.

School Profile

School and Program Description

Leigh is one of five comprehensive high schools in Campbell Union High School District (CUHSD). Since 1962, Leigh has served residents of mostly single-family homes in the areas of Los Gatos and southwest San Jose. With low residential turnover, most students complete all four years at Leigh, and many parents of current students are also Leigh alumni.

Leigh provides a comprehensive curriculum that includes instructional programs designed for college-bound, Special Education, and vocational students. Students may elect to take the following Advanced Placement or Honors courses at Leigh:

- AP English Literature, AP English Language
- AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science
- AP Chemistry, AP Physics 1, AP Physics 2, AP Biology, AP Environmental Science
- AP US History, AP World History, AP American Government
- AP Studio Art Drawing, AP Studio Art 2D Design
- AP Spanish Language, AP French Language, AP Mandarin
- English 2 Honors, Chemistry Honors, Musical Theater 4 Honors, Theater 4 Honors

Our AVID program (Advancement via Individual Determination) has been in place since 2002 and is offered at all grade levels to train students for academic success and prepare them for college. The Special Education program at Leigh has pioneered a successful inclusion model for students with IEPs, some of whom are also in receipt of therapeutic services. For students at least sixteen years old interested in vocational education, Silicon Valley Career Technical Education (SVCTE) provides interested students with career/technical training in a variety of areas. The school has introduced an engineering pathway called Project Lead the Way which articulates with our feeder schools and San Jose State University. In 2015-16 we added the fourth year to complete this pathway.

Leigh's 1728 students have historically scored above state averages on required achievement tests as well as the SAT, ACT, and Advanced Placement tests. In 2016, about 50% of all seniors had met the A-G requirements for UC/CSU. A vast majority of Leigh graduates choose to attend college after graduation, with about 50% going straight to a 4-year program and nearly as many going to a community college in 2016. Combined, fewer than 5% of Leigh seniors elect to join the military or workforce, attend a vocational school, or remain undecided about their plans at the time of graduation.

Student government and student activities are both a major part of Leigh's culture. The Associated Student Body (ASB) is composed of student leaders elected by their peers as ASB and class officers. There are fifty-eight clubs on campus open to all students to engage them with the Leigh community. Club officers meet monthly at the Club Council to submit minutes and financial paperwork as well as discuss their activities, needs, and campus climate.

The athletic program at Leigh includes over thirty boys, girls, and co-ed teams. Our team rosters regularly boast over 700 student names per year, and our athletes take great pride in balancing their rigorous academic program with competitive sports.

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).

Classroom Observations

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

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

Staffing and Professional Development

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

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

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

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

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

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)

Funding

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	386	390	369	375	360	374	95.6	95.7
All Grades	386	390	369	375	360	374	95.6	95.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2652.5	2643.2	39	41	38	33	15	16	6	10
All Grades	N/A	N/A	39	41	38	33	15	16	6	10

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	51	46	41	43	8	11
All Grades	51	46	41	43	8	11

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	51	47	43	40	6	13
All Grades	51	47	43	40	6	13

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	29	32	64	60	8	8
All Grades	29	32	64	60	8	8

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	53	52	40	41	7	7
All Grades	53	52	40	41	7	7

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	386	392	365	377	359	376	94.6	95.7
All Grades	386	392	365	377	359	376	94.6	95.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2654.1	2648.5	27	29	35	33	22	21	14	17
All Grades	N/A	N/A	27	29	35	33	22	21	14	17

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	44	43	40	32	16	24
All Grades	44	43	40	32	16	24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	34	39	53	46	13	15
All Grades	34	39	53	46	13	15

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	34	36	57	52	9	12
All Grades	34	36	57	52	9	12

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	42	40	29	42	20	38	8	20	21	8	20	8			4
10	22	39	25	44	28	38	22	33	13	11		13			13
11	38	50	23	25	25	38	25	13	31	13	13	8			
12	45	33	20	27	44	60	18	11	20	9				11	
Total	38	40	26	35	29	40	18	22	22	10	7	8		2	4

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	38	61	28	31	11	31	19	17	24	13	11	14			3
10	30	36	38	40	20	38	20	32	13	10	4	6		8	6
11	36	50	23	27	25	38	18	13	31	18	13	8			
12	46	36	14	31	36	57	15	9	14	8				18	14
Total	38	45	28	32	21	37	18	21	22	12	6	9		6	5

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	40	45	50
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	40	45	50
Number Met	28	36	37
Percent Met	70.0%	80.0%	74.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	14	30	21	30	24	32
Number Met	--	14	11	18	12	17
Percent Met	--	46.7%	52.4%	60.0%	50.0%	53.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	610	688	551
Percent with Prior Year Data	100.0		100
Number in Cohort	610	688	551
Number Met	375	476	347
Percent Met	61.5	69.2	63
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	210	470	249	492	180	439
Number Met	67	227	102	287	39	233
Percent Met	31.9	48.3	41.0	58.3	21.7	53.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	92	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1.

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: Instruction
LEA/LCAP GOAL:
Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction by investing in targeted professional development, instructional technology, effective interventions and supports for students, and 21st Century skill development. <ul style="list-style-type: none">o CA Dashboard English Learner Progress Indicator - maintain a performance level of Greeno SBAC % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 76% and math = 53%o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 58% and math = 25% for Latino Studentso SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 55% and math for Low Income Students = 26%o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 9% and math for English Learners = 12%o English learner performance on CELDT Criterion (Growth or English Proficient) = 49%o English Learner Reclassification Rate = 23%o Students agreeing that they do meaningful work at school on the school climate survey = 40%
SCHOOL GOAL #1:
Goal 1: Instruction -- Ensure college and career readiness for all students. <ul style="list-style-type: none">• 100% participation in department level subject area collaboration• At least 75% participation in district level subject area collaboration (COI)• At least 50% of teachers participate in one or more Instructional Rounds (IR) during the school year• Hold one teacher-led PD per semester with at least 4 teacher facilitators• Train at least 50% of Leigh teachers in QTEL strategies by the end of 2018-19.
Data Used to Form this Goal:
<ul style="list-style-type: none">• A-G completion rate• CAASPP results• AP enrollment• CTE enrollment• AP exam performance• Graduation rate• College enrollment data for graduating seniors• Grades, including disaggregated data

Findings from the Analysis of this Data:

As Leigh teachers transitioned to the CCSS over the past 4-5 years, they were largely unable to devote the necessary time to collaborate on these major changes to create schoolwide coherence in curriculum, grading, and rigor. Now that the transition is complete, the next step is to create this coherence. An increase in this kind of consistency and unity will ensure that all students benefit from equitable, challenging instruction. Furthermore, the district is committed to training all teachers over the next three years in Quality Teaching for English Learners (QTEL), which aligns with Leigh's goal of improving quality interactions between students and between students and content. Finally, while expanded enrollment in AP courses has increased the number of students who are exposed to targeted, college-prep curriculum, not all teachers have adjusted their techniques to ensure that all students can access the curriculum with appropriate support.

About 50% of graduating seniors in 2015 met A-G requirements, and roughly the same percentage of graduates enrolled in a 4-year university. Because less than 45% of graduates enrolled in community college, we believe that increasing the number of students who successfully complete A-G requirements would increase the percentage of students who enroll in 4-year universities. Graduates with A-G who opt for community college or the workforce would be more prepared for those opportunities with more exposure to rigorous college prep courses.

How the School will Evaluate the Progress of this Goal:

Evaluating progress on these tasks will fall primarily to site administrators, who are responsible for programming students into classes and overseeing curriculum implementation, and to Guidance Advisors, who are responsible for monitoring students' grades and progress toward graduation. The Curriculum, Instruction, and Assessment Focus Groups will also be responsible for task oversight and progress monitoring. Departments will be responsible for apportioning collaboration time in order to make progress on their assigned tasks within the time frame.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 1: Increase coherence around curriculum, common assessments, and grading for common courses.	<p>Fall 2016: Department inventory of existing coherence of curriculum, common assessments, and grading for common courses.</p> <p>Spring 2017: Meet in common course groups to provide feedback for status on common assessments and common courses. Reach consensus within common courses on which course elements will be standardized.</p> <p>2017-18: Implement changes to course elements as decided. Common course groups self-assess progress. Survey students on perception of coherence between common courses taught by different teachers.</p> <p>2018-19: Revisit assessments and adjust accordingly.</p>	Curriculum FG, departments, Department Chairs, teachers of common courses				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 2: Develop consensus among all staff concerning grading, rigor, and homework.	<p>Fall 2016: Survey Focus Groups on existing attitudes about extra credit and late work.</p> <p>Spring 2017: Focus Groups, departments, and faculty discuss the use of extra credit and late work. Develop schoolwide or department guidelines on extra credit and late work.</p> <p>Fall 2017: Implement extra credit and late work guidelines schoolwide; Focus Groups, departments, and faculty discuss rigor (definition, appearance, purpose, goals, etc.) and the question "What do grades mean?" Possible survey(s) on existing perceptions of rigor and grades.</p> <p>Spring 2018: Discuss what rigor looks like in specific courses and how our definition of</p>	Curriculum FG, Instruction FG, Assessment FG, all FGs, faculty				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 3: Increase student-to-student and student-to-content engagement and interaction in classroom lessons.	Ongoing	Teachers, Instruction FG				
Task 4: Define philosophy and expectations for Leigh's AP program.	<p>January/February 2017: AP teachers meet with Principal for discussion of current philosophies of and expectations for AP courses</p> <p>March-May 2017: AP teachers meet with Principal to formulate a basic philosophy and expectations for Leigh's AP program</p>	AP teachers, administration				
Task 5: Form a committee of teachers and administrators to plan and implement teacher-led trainings into PD and/or site-based collaboration.	<p>January 2017: Principal emails all teachers with description of committee purpose, goals, duties, and proposed meeting schedule to solicit volunteers</p> <p>February-April 2017: Committee meets to plan March site-based PD "buy-back" day and April PD</p>	Principal, Vice Principal, teacher volunteers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 6: Clarify the process and purpose of Instructional Rounds (IR) to increase participation and buy-in.	<p>Fall 2016: Teacher volunteers observe IR at Del Mar</p> <p>Spring 2017: Define the process and purpose of IR and communicate it to teachers at a faculty meeting</p> <p>May 2017 and ongoing: Implement new IR at Leigh with the goal of at least 50% of teachers participating; survey teacher participants about the process</p>	Administration, teachers, Instruction FG				
Task 7: Redefine the Cycle of Inquiry (COI) process with the goal of better meeting the needs of teaching and learning.	Spring 2017 and ongoing: Reexamine common site assessments used in COI and make changes according to department needs.	Departments, Assessment FG				
Task 8: Explore and implement new CTE pathways.	Spring 2017 and ongoing (new course requests due by November of each year)	Curriculum Advisory Committee (CAC), site and district administration				

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: Communication and Support

LEA/LCAP GOAL:

Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary opportunities.

- o A-G completion overall = 47%
- o A-G completion for Latino students = 30%
- o A-G completion for low income students = 28%
- o Dashboard Graduation Indicator = Maintain Green overall by increasing the graduation rate to 93%.
- o Dashboard Graduation Indicator for Low Income Students = Achieve Yellow for low income students by increasing their graduation rate to 87%.
- o Percent of 10th - 12th grade students taking AP tests = 36%
- o Percent of AP scores of 3 or Better = 71%
- o Percent of Students Who Earned at Least 10 Credits in a CTE Pathway = 36%
- o Percent of Graduates Enrolled in College the Fall after Graduation = 76%
- o Percent of Latino Graduates Enrolled in College the Fall after Graduation = 63%
- o Percent of Low Income Graduates Enrolled in College the Fall after Graduation = 63%
- o Student agreement with: "Students receive effective counseling on opportunities after high school or college." = 84%

SCHOOL GOAL #2:

Goal 2: Communication and Support -- Refine and expand student support services and communication among the school community.

- Improve perception data from parents about school communication.
- Decrease in number of D's and F's from fall semester to spring semester.
- Improve perception data from students about college information and assistance.
- Decrease number of students earning D's and F's in AP courses.
- Improve perception data from students about AP courses.
- Increase percentage of senior graduating A-G ready from ~50% to 55% by 2018.

Data Used to Form this Goal:

- Back to School Night parent survey comments, fall 2015 and fall 2016
- Grades
- Student survey results
- AP grades and survey results
- A-G completion rate of Leigh graduates

Findings from the Analysis of this Data:

Improved communication between the school and students and their families will provide more opportunities for success and will ensure that our students are adequately informed about their academic decisions. Comments from parents on the Back to School Night survey from 2015 indicate that communication in general, and information regarding course selection and post-high school planning in particular, is still an area of growth for us. Parent and students have indicated a need for improved communication about the college application process, including how to appropriately plan course selections to prepare for college or career. Instability in the Guidance office with staff turnover over the past four years has been a challenge to implementing related goals and tasks in the past; however, new administration in fall of 2016 has already made great strides toward meeting our communication and support goals.

Included in this goal are specific tasks related to AP courses, 504 and IEP training for teachers, AVID, and the bell schedule. We have identified AP students as needing better information about what to expect in their courses before enrolling as well as appropriate supports to help them be successful with the college-level curriculum. Although 504 and IEP training has been ongoing for many years, staff, students, and parents will benefit from more streamlined procedures, and students will receive better support in the classroom when teachers have been trained in the best ways to implement accommodations. Because our main feeder school has discontinued its AVID program, recruiting a strong freshman AVID class has been more challenging; however, it is important that we target the right students for this program so they can benefit from the class. Finally, the bell schedule task focuses on how tutorial is being used by teachers and students. We will examine the extent to which tutorial best supports students in their academics and ways it might be restructured to provide better or more targeted support. In fall of 2017, we will examine the best way to use our instructional minutes to ensure that all students have the ability to succeed in whatever courses they choose.

How the School will Evaluate the Progress of this Goal:

Most parts of Task 1 originate within the Main Office in order to communicate school information to parents and students; administrators are involved in the production of this information for distribution in its various forms. Tasks 2, 3, 5, and 6 are ongoing throughout the school year, and administrators involved will update the entire administration team at weekly admin meetings, with the Instruction and Organization Focus Group monitoring progress during WASC collaboration meetings. Administrators will also monitor progress as they complete Tasks 7 and 8, and the Organization Focus Group will ensure that Task 9 is completed before the end of the 2016-17 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 1: Expand communication between school and home through multiple types of media.	Ongoing	Principal, administration, support staff				
Task 2: Collect and examine data to identify students who need additional support, and identify and create appropriate supports.	Ongoing: Examine grade and attendance data every six weeks	Instruction FG, Guidance Advisors, Assistant Principals, Case Managers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 3: Build a college and career exposure program to help students identify a post-high school path appropriate for them.	<p>September 2016: Junior/Senior College Info Night</p> <p>Fall 2016 and ongoing: Naviance drop-in support Tuesdays and Thursdays during tutorial; college rep visits in the College and Career Center</p> <p>September-November 2016: Senior-specific emails about college info/deadlines</p> <p>November 2016: 10th grade classroom Guidance visits with focus on graduation, A-G, and career interests</p> <p>January 2017: 9th-11th grade classroom presentations, 4-year plan information, and course selection</p> <p>March 2017: Community College, Military, and Vocational School Fair</p>	Guidance Advisors, Principal, Vice Principal, College and Career Center (CCC), Organization FG	<p>Send students to college fairs and Latino Summit. Use funding for busses, lunch, and subs.</p>		LCFF - Supplemental	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 4: Provide more specific and applicable communication about AP courses, and refine process for selection of AP courses.	December 2016: Principal meets with AP teachers to design AP Tutorial sessions for prospective students January 2017: AP Tutorials; AP Info Night Spring 2017: AP contracts; Guidance Advisors meet with students who select AP courses but have D's and F's this year	AP Teachers, Guidance Advisors, Vice Principal, Principal, students, parents				
Task 5: Ensure that all students in AP classes have the necessary supports to be able to meet learning objectives.	Fall 2017: Principal and/or Vice Principal meets with AP teachers in subject area groups to discuss policies and practices that best support student success and determine if adjustments are needed	AP teachers, Guidance Advisors, Vice Principal, Principal	Provide tutoring for under-represented students in AP courses.		LCFF - Supplemental	3200.00
Task 6: Keep A-G as default programming, and provide appropriate supports for students who choose to leave the A-G pathway.	Ongoing	Guidance Advisors				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 7: Train teachers in the protocols, laws, communication, and instruction of students with IEPs and 504s.	Annually in early fall	Administration, SPED teachers, District Special Education Director, teachers				
Task 8: Improve AVID by recruiting the correct target population and enlisting teachers for the courses who are committed to the program.	<p>Winter 2016: get feedback from AVID teachers on continuing to teach the class</p> <p>Winter 2016: Recruitment and educating feeder schools</p> <p>Spring 2017: Student interviews and selection; examine enrollment and teacher FTE; approach teachers about teaching the course.</p>	AVID Coordinator, feeder schools, teachers, Administration, Principal	Take AVID students on college visits. Use funds for bus, lunch and sub.		LCFF - Supplemental	3000.00
Task 9: Collect information from teachers and students about what is working and not working in tutorial in preparation for a bell schedule discussion in fall 2017.	Spring 2017: Survey students and teachers about tutorial	Organization FG, students, teachers				

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: Engagement
LEA/LCAP GOAL:
Goal 3: School climate that promotes physical and emotional well-being: Schools will engage actively with staff, students, and families to promote positive school communities. Efforts will be focused on safety, improving attendance rates, and using positive behavioral supports to prevent disciplinary actions. <ul style="list-style-type: none">o Dashboard Suspension Indicator = Maintain Green overall by reducing suspension rates by .5% each year.o Dashboard Suspension Indicator for English Learners = Achieve Green for English learners by reducing the rate by 1.5% each year. Overall Status = 4.4%. English Learner Status = 7.7%.o Suspension Rate = 4.3%o Suspension Rate for Latino and African American Students = Latino suspension rate = 51%, African American suspension rate = 6%o Expulsion Rate = less than 0.1%o Parent response rate on the WestEd school climate survey = 27%o Truancy Rate = 43%o Percentage of students agreeing that they "care for each other" on the Healthy Kids Survey = 51%

SCHOOL GOAL #3:

Goal 3: Engagement -- Foster a culture of connectedness within the entire school community.

- Hold Student Council meetings once per month
- Hold Principal Lunches twice per semester
- Review Action Plan once per semester

Growth Targets on HKS by December 2017:

- “Adults at this school treat all students with respect.”
 - o Strongly Disagree, or Disagree – Current: 20%
 - o Strongly Disagree, or Disagree – Goal: 10%
- “I have been disrespected by an adult at this school because of my race, ethnicity, or culture.”
 - o Strongly Agree, or Agree – Current: 7%
 - o Strongly Agree, or Agree – Goal: 0%
- “Adults in this school respect differences in students.”
 - o Strongly Disagree, or Disagree – Current: 13%
 - o Strongly Disagree, or Disagree – Goal: 0%

Growth Targets on Leigh student survey by May 2018:

- “My teacher understands what my life is like outside of school.”
 - o In none of my classes – Current: 27.7%
 - o In none of my classes – Goal: 20.0%
- “My teacher speaks with me about my interests and things that are important to me.”
 - o In none of my classes – Current: 24.0%
 - o In none of my classes – Goal: 15.0%
- “I have at least one teacher who I can talk to if I have a personal problem or problem at school.”
 - o Disagree – Current: 21.4%
 - o Disagree – Goal: 10.0%
- “All my current teachers know my name.”
 - o No – Current: 8.5%
 - o No – Goal: 0.0%
- “The main reason why I dislike the classes I dislike is the teacher.”
 - o Current: 29.5%
 - o Goal: 20.0%

Data Used to Form this Goal:
<ul style="list-style-type: none"> • Healthy Kids Survey • Leigh Student Survey • Discipline data • CASSY counseling data
Findings from the Analysis of this Data:
Freshmen took the Healthy Kids Survey (HKS) in December 2015, and 851 students (about 52% of the student body) took a student survey in May 2016 with a variety of questions written by Leigh teachers. The results of several of these questions were eye-opening and compelled us to add tasks to our Action Plan related to student health and student-teacher connectedness. Increasing student voice and elective options are part of the effort to increase engagement to promote connectedness.
How the School will Evaluate the Progress of this Goal:
For all tasks except Task 6, the Culture, Assessment, and Organization Focus Groups will be the primary progress monitors under Goal 3. For Task 6 regarding our FTE and new electives, the administrative team will be the primary monitors and evaluators of progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 1: As a staff, establish a list of core beliefs about education.	<p>September 2016: Consider the question “Who are our students?”</p> <p>January-March 2017: Consider the question: “Who are we?” to compose list of educational beliefs.</p> <p>Spring 2017 and beyond: Consider the question “Are we living our beliefs?”</p>	Faculty, Focus Groups, Organization FG				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 2: Implement strategies for building relationships between students and staff.	<p>August 2016: Teachers share strategies they use to connect with students</p> <p>September 2016: Increase staff involvement in Homecoming and other student activities</p> <p>December 2016: Staff supports Stress Free Week</p> <p>Spring 2017: Explore ways to increase teacher participation in events (e.g. as opposed to supervision of events)</p> <p>Explore models for student recognition assemblies/rallies for spring 2017 or fall 2017 implementation</p> <p>Institute Random Acts of Kindness activity</p>	Culture FG, Faculty, Students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 3: Identify the ways that departments are assessing the SLOs.	<p>Spring 2017: Departments discuss how they assess SLOs within their subject area and identify supporting evidence</p> <p>Departments gather evidence of SLOs assessment</p> <p>By May 2017: Assessment FG compiles departments' methods of SLOs assessment into one reference document</p>	Assessment FG, DCs, Departments				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task 4: Establish avenues to increase student voice at Leigh.</p> <ul style="list-style-type: none"> • Host quarterly Principal lunches • Establish a monthly Student Council to exchange ideas about school culture, program, and other issues affecting students. • Use feedback from the above to guide changes. 	<p>Annually in September, November, January/February, and March/April: Principal lunches</p> <p>Ongoing monthly: Student Council meetings (started May 2016)</p> <p>Student Council reps report to 2nd period classes and solicit feedback</p> <p>Minutes from Student Council meetings published to staff</p>	<p>Activities Director, Principal, Student Council reps, other selected students, Culture FG</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task 5: Use annual health survey data to identify areas of need, and develop strategies to support student well being and learning.</p> <ul style="list-style-type: none"> Designate staff and students to review health data and plan healthful initiatives. Plan and implement a Stress-Free Week. 	<p>Spring 2016: Review Healthy Kids Survey results and determine focus areas</p> <p>December 2016 (and annually): Stress-Free Week</p> <p>Healthy Kids Survey (9th and 10th grades)</p> <p>Spring 2017: Review Healthy Kids Survey results and determine focus areas and next steps</p>	<p>Culture FG, students, 9th grade PE teachers, 10th grade World History teachers, administration, Student Council, Leadership, Activities Director</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 6: Examine how we are using our FTE so we can identify ways to add elective courses and diversify options for all pathways.	<p>October 2016: Solicit feedback via Student Council from students on new electives possibilities</p> <p>November 2016: Identify staff credentialing and interest in new courses</p> <p>December 2016: Provide list of possible courses for students to provide feedback</p> <p>Share course data with DCs and identify patterns to understand where FTE could be captured back</p> <p>February 2017: Run reports and share with DCs to identify number of needed sections and begin building schedule</p> <p>February-June 2017: Submit new courses to UC Doorways</p>	Student Council, Administration, DCs, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Task 7: Implement bi-annual review of Action Plan by Focus Groups, which include students and parents	Ongoing: October/November and May in each academic year	WASC FG Chairs, Focus Groups, WASC Coordinator				

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Instruction
SCHOOL GOAL #1:
<p>Goal 1: Instruction -- Ensure college and career readiness for all students.</p> <ul style="list-style-type: none"> • 100% participation in department level subject area collaboration • At least 75% participation in district level subject area collaboration (COI) • At least 50% of teachers participate in one or more Instructional Rounds (IR) during the school year • Hold one teacher-led PD per semester with at least 4 teacher facilitators • Train at least 50% of Leigh teachers in QTEL strategies by the end of 2018-19.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bilingual Aids	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Six Bilingual Aids to provide direct translation and student engagement supports in ELD classrooms at each comprehensive school site. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	256470

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BTSA Coaching/New Teacher Supports	2017-18	Chief Human Resources Officer	New teachers are provided with mentoring and training. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	246750
District-wide professional development days for all teachers	2017-18	Director of Curriculum and Instruction	Incentive-based professional development days provided to all instructional staff. Topics include: standards-based instruction, grading policy, intervention strategies, and college readiness pathway completion. Two days paid out of LCFF Base. Amount includes classified salaries (2000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	185000
			One day of professional development paid out of Educator Effectiveness Grant. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	Other	92500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Quality Teaching for English Learners (QTEL) professional development program	2017-18	Director of Curriculum and Instruction	A contract with WestEd to implement a program to provide professional development in English learner intervention and student engagement strategies paid out of the Educator Effectiveness Grant.	5800: Professional/Consulting Services And Operating Expenditures	Other	267000
Teachers on Special Assignment to support English learners	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Roughly .5 of a Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	286000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers on Special Assignment to lead Common Core standards implementation with embedded technology supports	2017-18	Director of Curriculum and Instruction	1.5 centralized Teachers on Special Assignment paid out of LCFF Base to support implementation of Common Core standards in ELA and math, including development of local assessments and curriculum. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Base	188698
			.5 of a centralized Teacher on Special Assignment per comprehensive high school to provide supports in assessment, scheduling, and providing supports to English learners. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	56761
Technology initiative for blended learning to provide one device per student over four years.	2017-18	Director of Technology	Purchasing of devices to support blended learning initiative for all students in one grade level.	4000-4999: Books And Supplies	LCFF - Base	447000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Communication and Support

SCHOOL GOAL #2:

Goal 2: Communication and Support -- Refine and expand student support services and communication among the school community.

- Improve perception data from parents about school communication.
- Decrease in number of D's and F's from fall semester to spring semester.
- Improve perception data from students about college information and assistance.
- Decrease number of students earning D's and F's in AP courses.
- Improve perception data from students about AP courses.
- Increase percentage of senior graduating A-G ready from ~50% to 55% by 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College and Career Center Staff	2017-18	Director of Curriculum and Instruction	College and Career Centers will have full-time staff to support students and families with preparing for the transition to post-secondary opportunities. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	244820
			Partly funded through the College and Career Readiness Grant. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	Local Categorical	81607
AVID Coordinators	2017-18	Director of Curriculum and Instruction	Five AVID Coordinators, one for each comprehensive high school, with one at each site, to oversee AVID training, scheduling of classes, and supports to students. Amount includes certificated salaries (1000) and benefits (3000).	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	139865

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement

SCHOOL GOAL #3:

Goal 3: Engagement -- Foster a culture of connectedness within the entire school community.

- Hold Student Council meetings once per month
- Hold Principal Lunches twice per semester
- Review Action Plan once per semester

Growth Targets on HKS by December 2017:

- “Adults at this school treat all students with respect.”
 - o Strongly Disagree, or Disagree – Current: 20%
 - o Strongly Disagree, or Disagree – Goal: 10%
- “I have been disrespected by an adult at this school because of my race, ethnicity, or culture.”
 - o Strongly Agree, or Agree – Current: 7%
 - o Strongly Agree, or Agree – Goal: 0%
- “Adults in this school respect differences in students.”
 - o Strongly Disagree, or Disagree – Current: 13%
 - o Strongly Disagree, or Disagree – Goal: 0%

Growth Targets on Leigh student survey by May 2018:

- “My teacher understands what my life is like outside of school.”
 - o In none of my classes – Current: 27.7%
 - o In none of my classes – Goal: 20.0%
- “My teacher speaks with me about my interests and things that are important to me.”
 - o In none of my classes – Current: 24.0%
 - o In none of my classes – Goal: 15.0%
- “I have at least one teacher who I can talk to if I have a personal problem or problem at school.”
 - o Disagree – Current: 21.4%
 - o Disagree – Goal: 10.0%
- “All my current teachers know my name.”
 - o No – Current: 8.5%
 - o No – Goal: 0.0%
- “The main reason why I dislike the classes I dislike is the teacher.”
 - o Current: 29.5%
 - o Goal: 20.0%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Liaisons	2017-18	Coordinator of Special Programs to provide technical assistance and training, management in collaboration with school sites	Three bilingual Community Liaisons to provide translation services, support ELAC and DELAC meetings, and engage with parents. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	230000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinator of Community Engagement	2017-18	Director of Strategy, Accountability, and Innovation	The Coordinator will create educational materials for families and community members about college and career preparation, and work with sites to engage stakeholders on strategic planning. Half will be LCFF Supplemental to highlight the focus on outreach to low-income and English learner students' families. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	60000
			Half will be OCF Base to reflect outreach to all family and community members. Amount includes classified salaries (2000) and benefits (3000).	2000-2999: Classified Personnel Salaries	LCFF - Base	60000
Mental health counselors	2017-18	Director Student Services & Assessment	A contract with CASSY, a counseling agency, to provide crisis counseling to students at each school site.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	450000

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
LCFF - Supplemental	9,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	9,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	9,200.00

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
Pam Hoult	X				
Carol Leah-Martin		X			
Daron LaFranchi		X			
Keith Adams		X			
Santiago Gomez		X			
Amy Sells				X	
CJ Brasiel				X	
Denise Ginsberg				X	
Nathalie Goricanec				X	
Charles Ku			X		
Teresa Wagster			X		
Cherry Jung					X
John Morcom					X
Megan Ryder					X
Sarach Simionas					
Shannon Sadler					
Numbers of members of each category:					

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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

Attested:

Kara Butler

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix. LCAP Goals and Data for Leigh High School

California Dashboard Results (Relevant to Goals 1, 2, and 3)

Leigh High - Santa Clara County

Enrollment: 1,654 Socioeconomically Disadvantaged: 7% English Learners: 4% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017

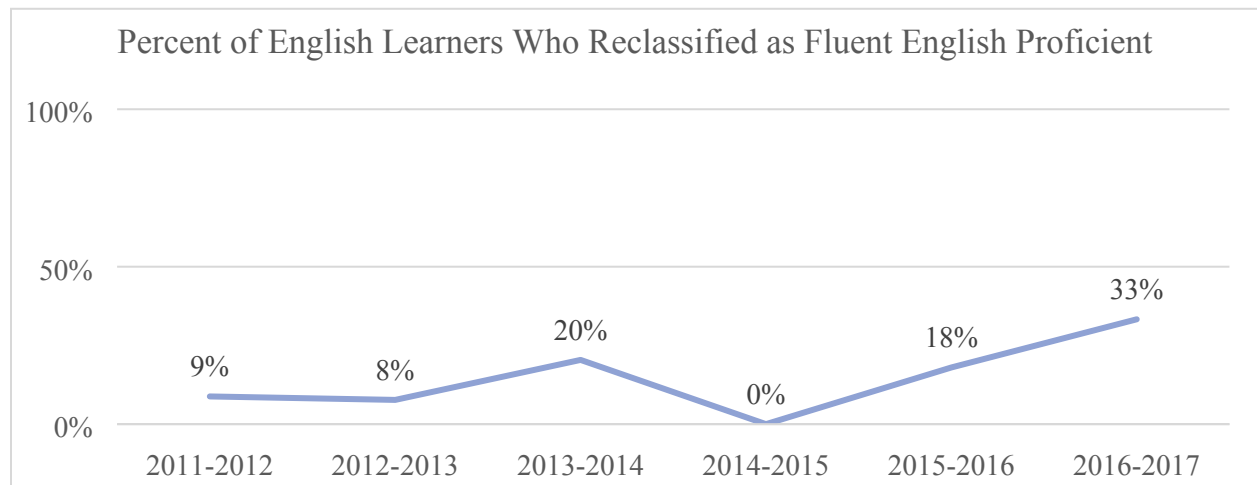
Charter School: No

Equity Report Status and Change Report Detailed Reports Student Group Report

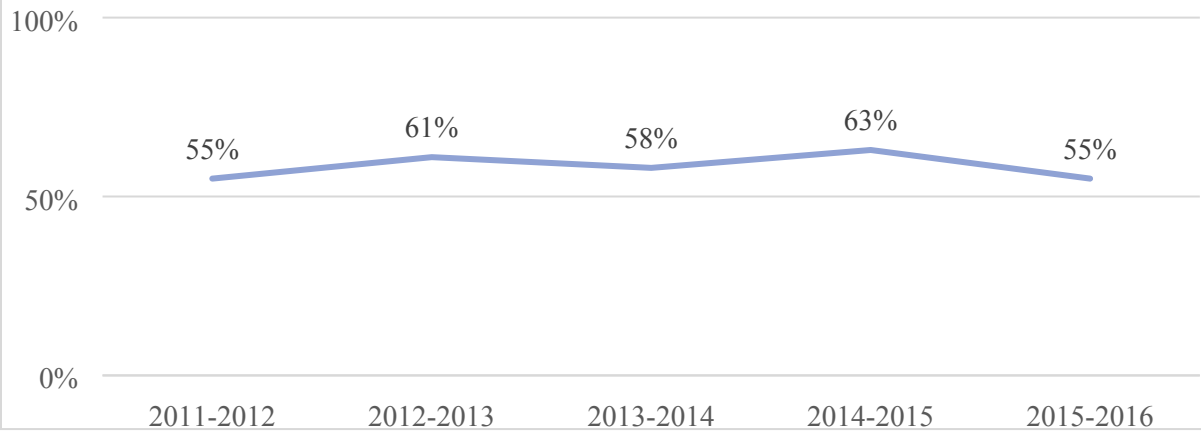
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*		*	*		*		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>		*	N/A	N/A			*		*	*		*	*	

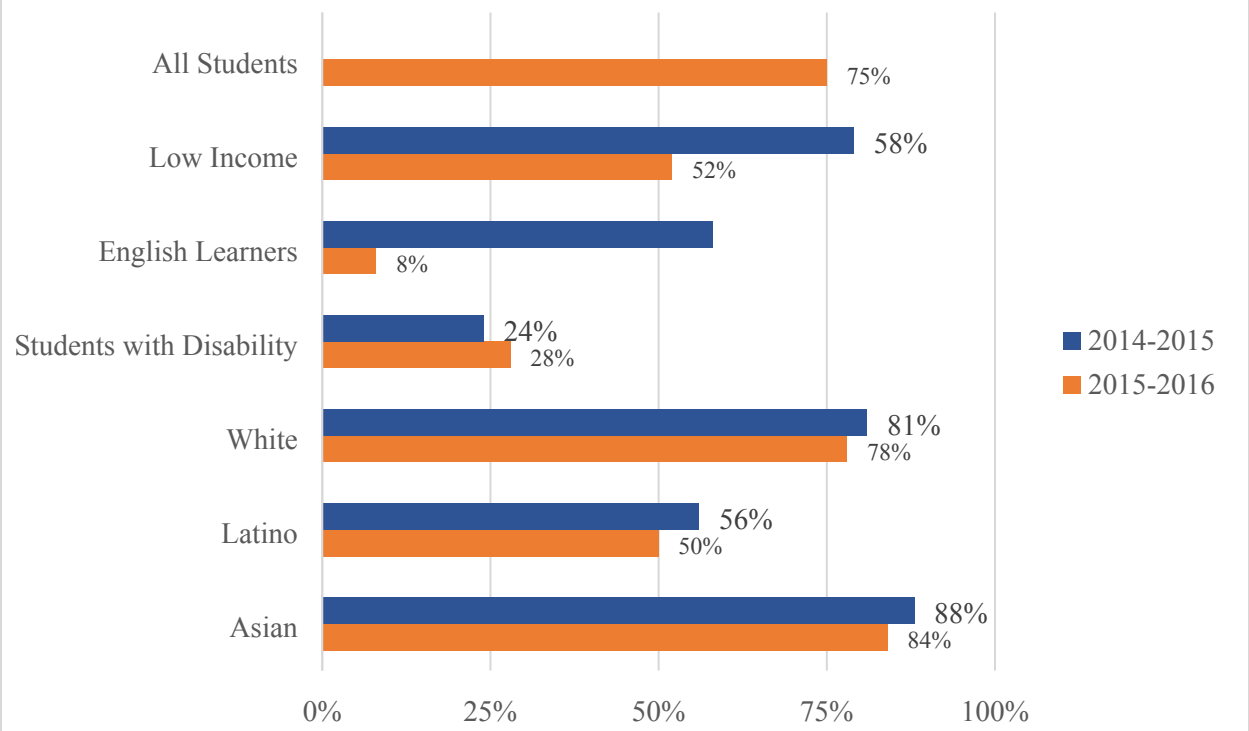
Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction through professional development of staff, targeted interventions and supports for students, and by investing in 21st Century instructional technology.



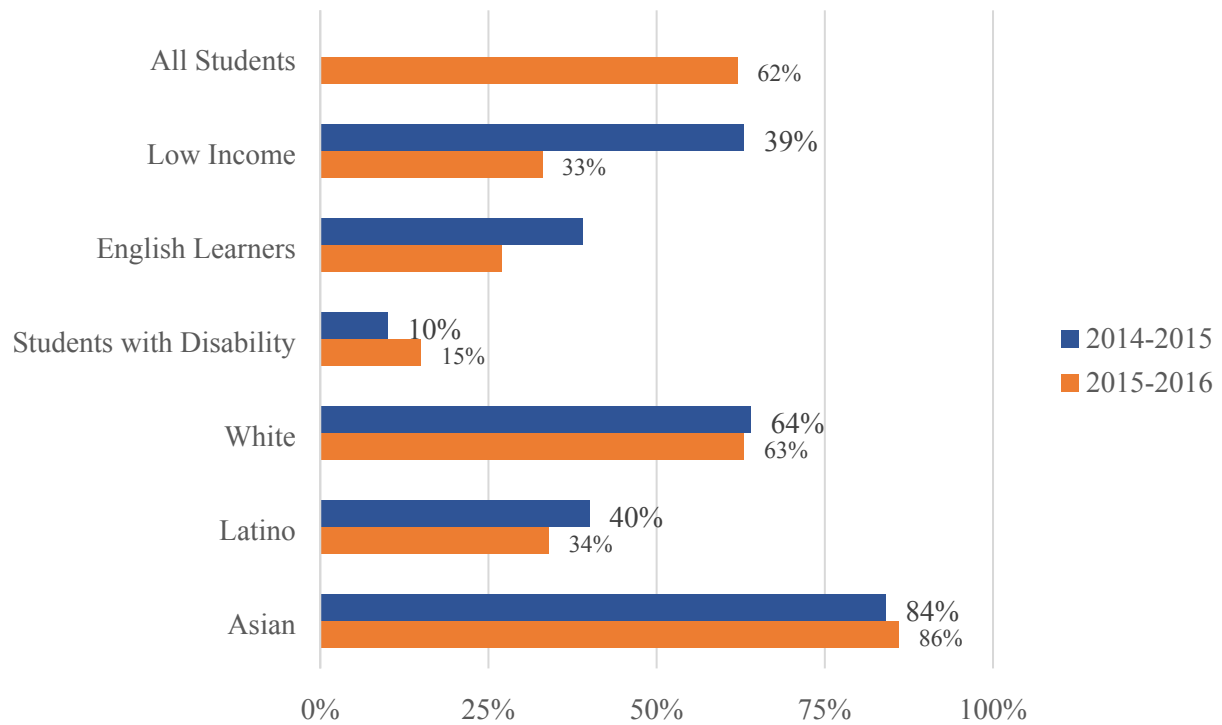
Percent of Students Who Met the CELDT Criterion



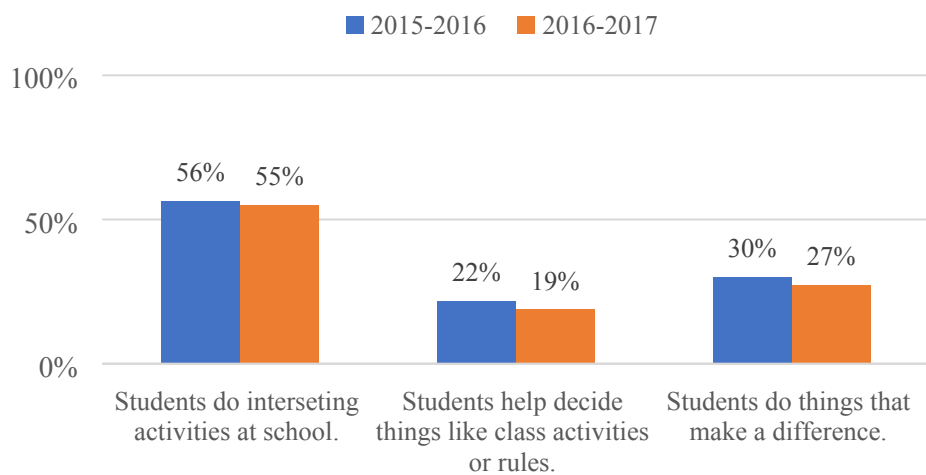
Percent of Students Who Met or Exceeded Standards on SBAC ELA, "Conditionally College Ready" on the EAP



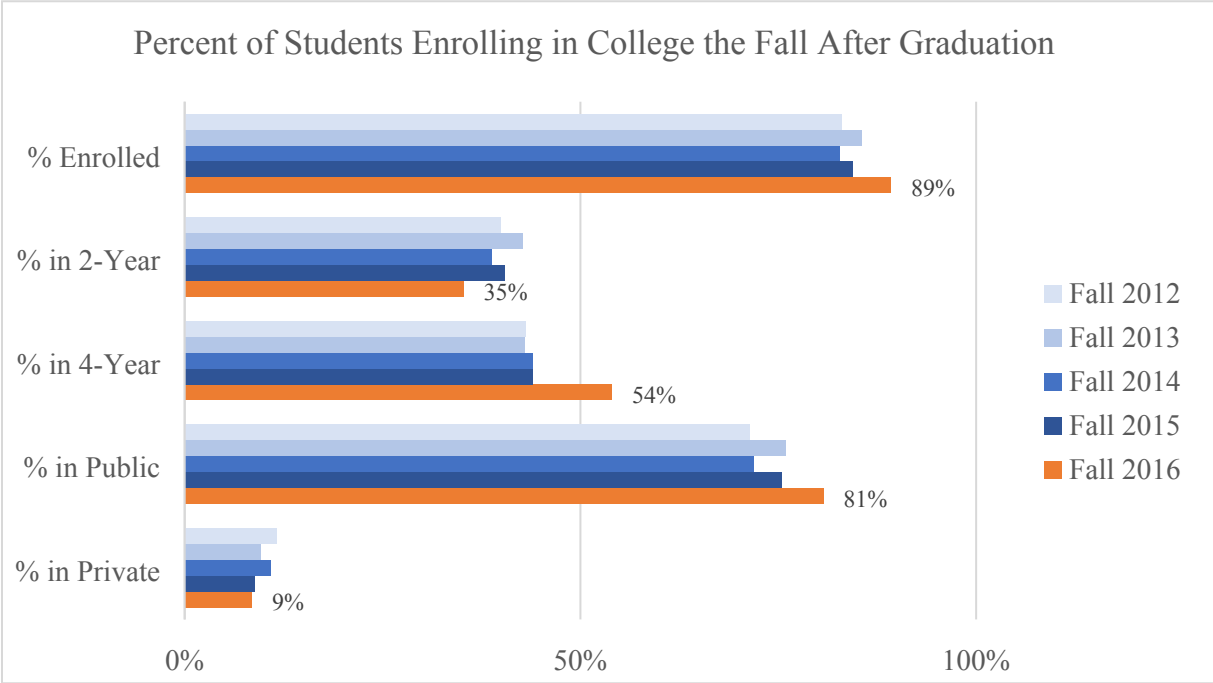
Percent of Students Who Met or Exceeded Standards on SBAC Math, "Conditionally College Ready" on the EAP



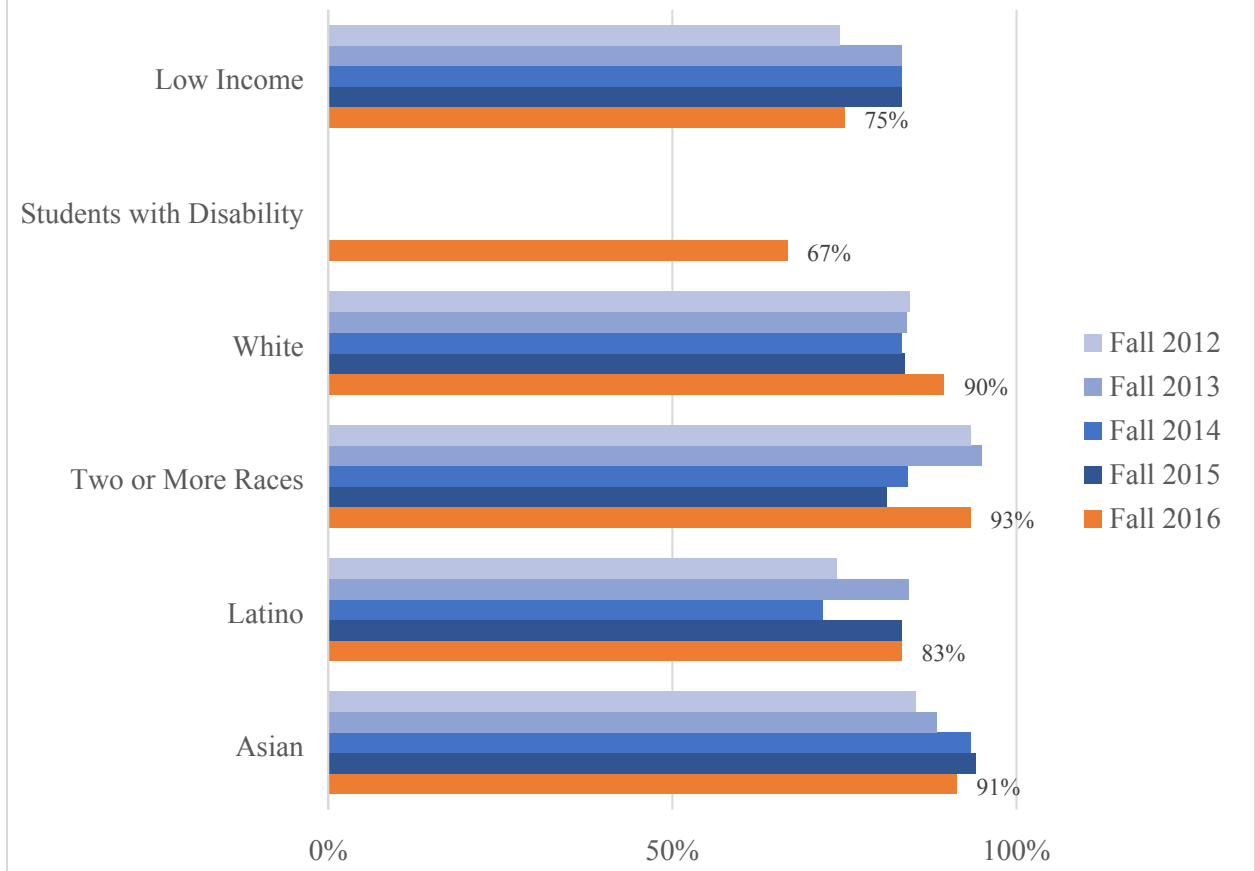
Percent of 9th Graders Who Agree that They Do Meaningful Work at School



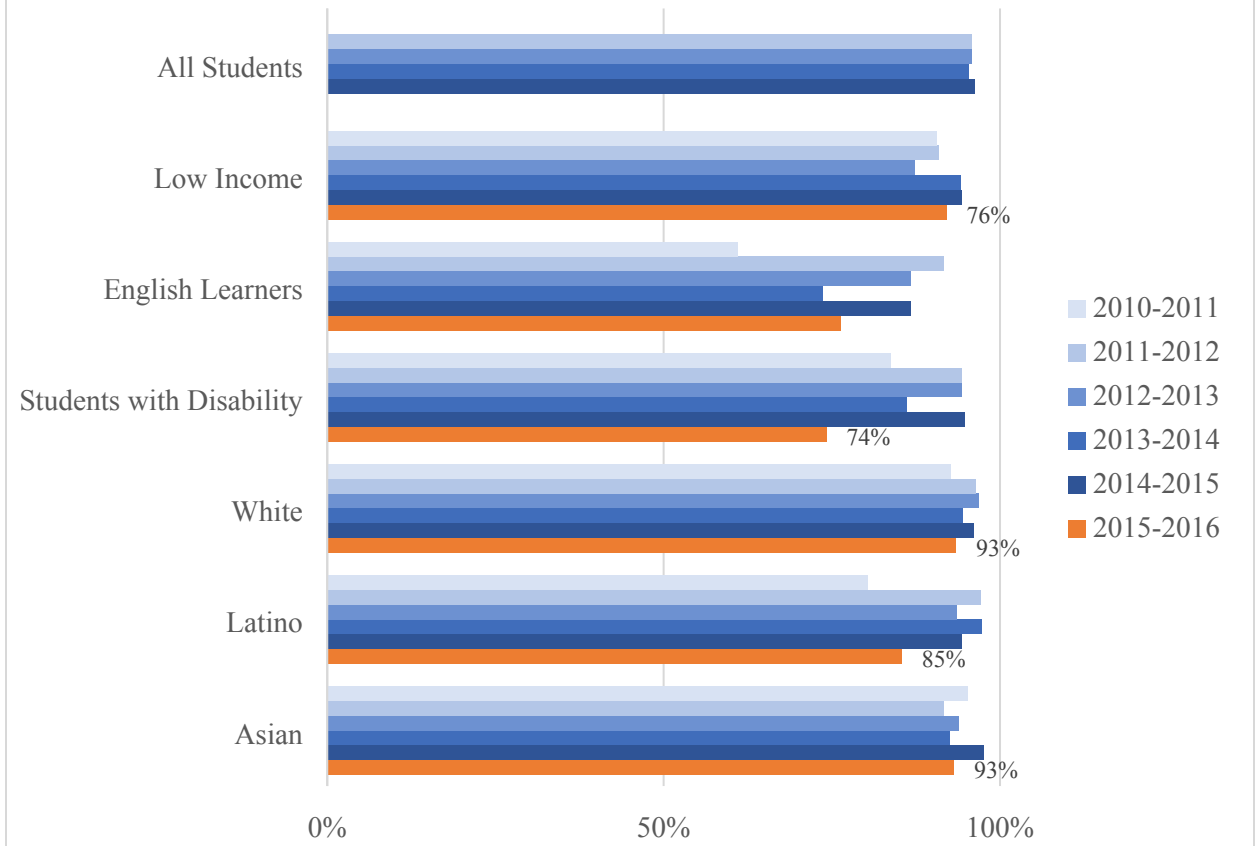
Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary pursuits.



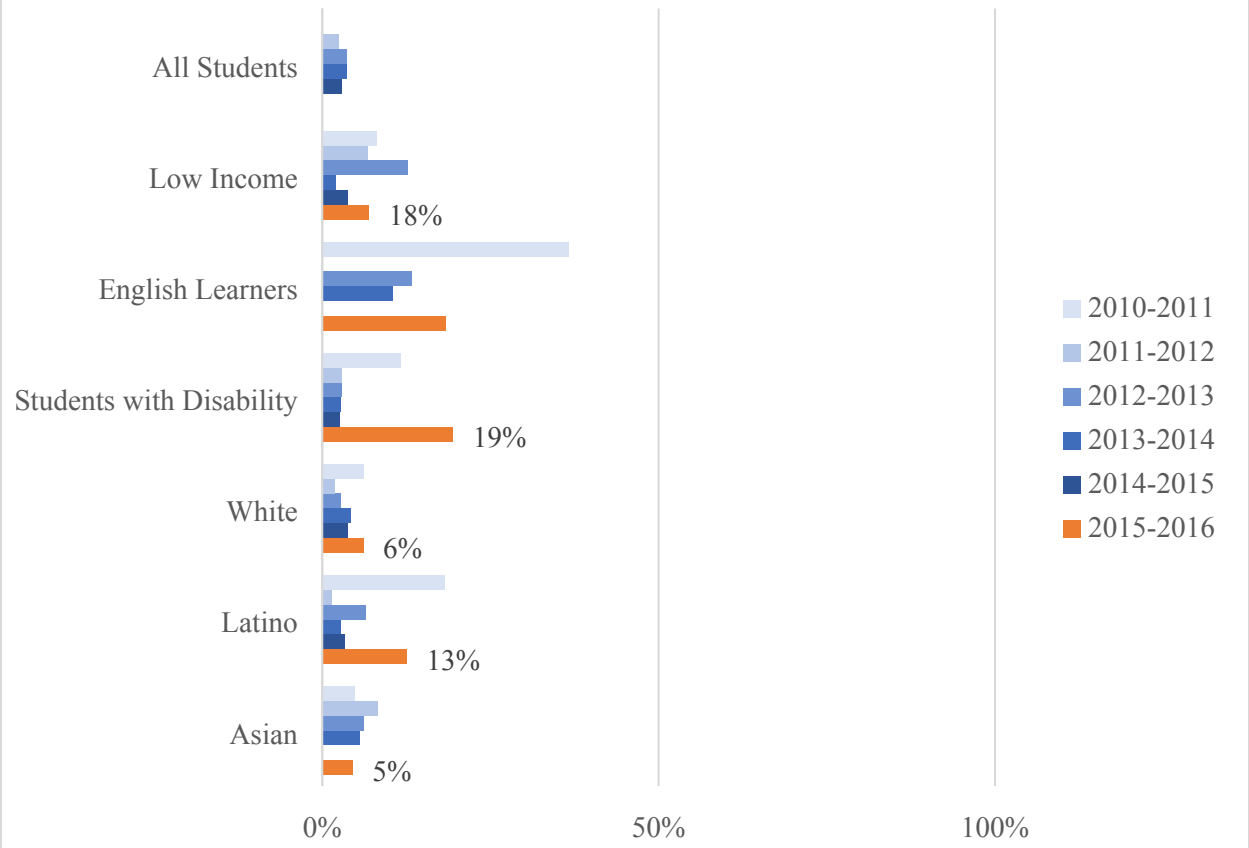
Percent of Students Enrolling in College the Fall After Graduation by Group



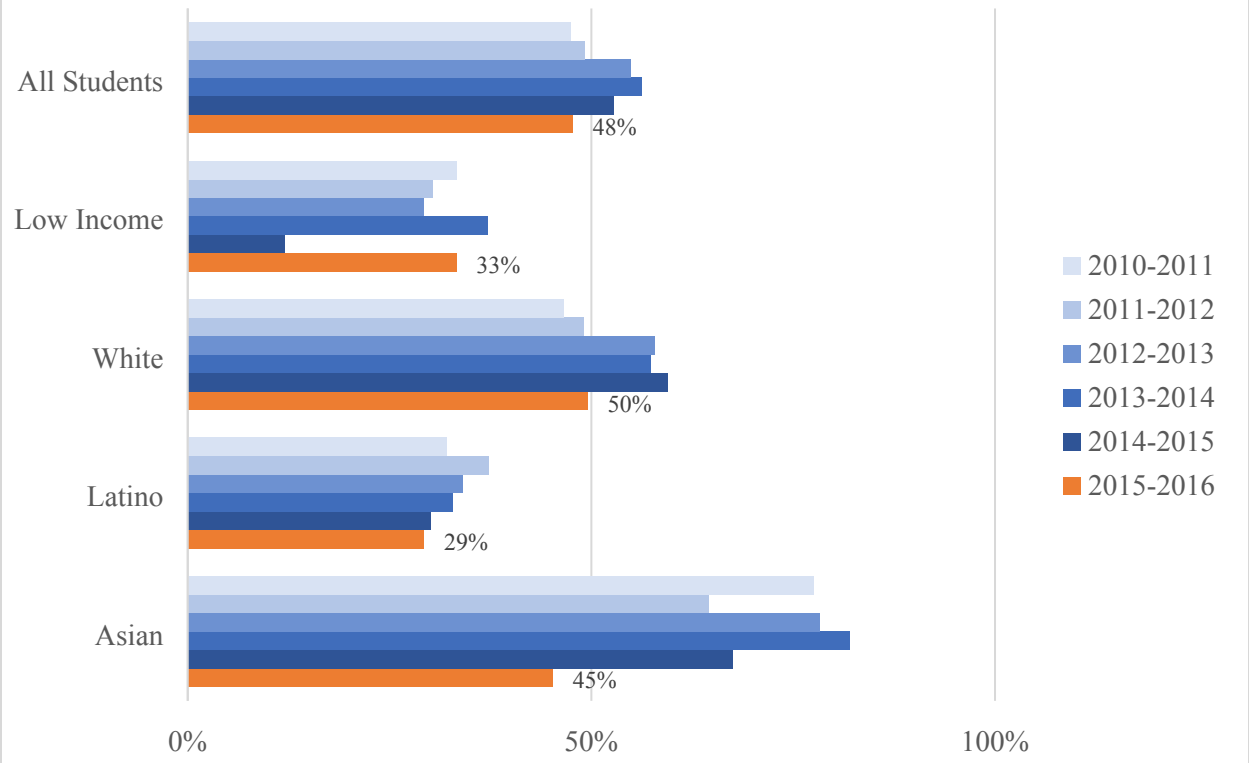
Graduation Rate, Based on Four-Year Cohort



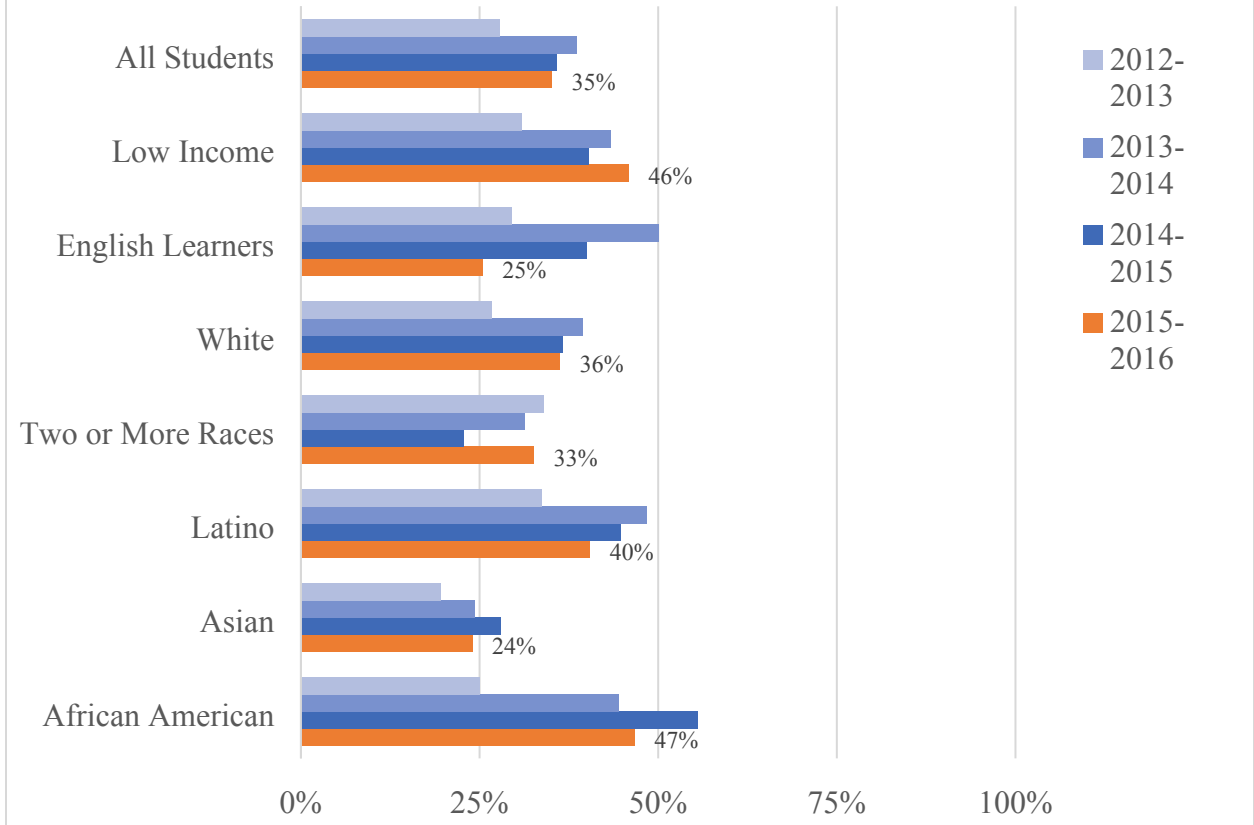
Dropout Rate, Based on Four-Year Cohort



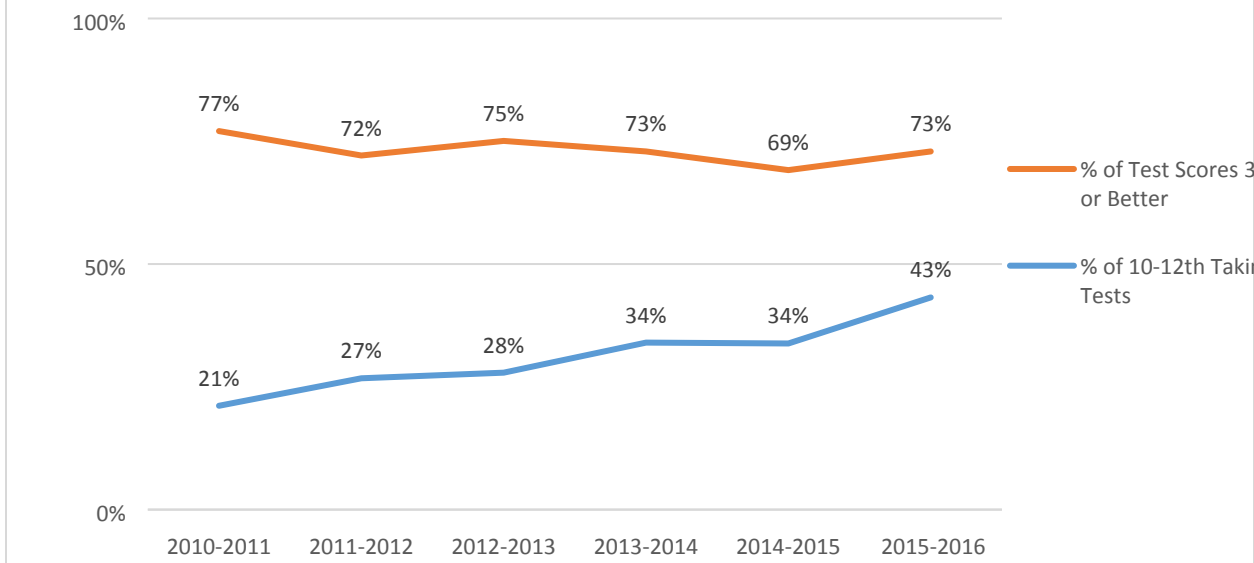
Percent of Graduates Who Completed A-G Courses with a "C" or Better

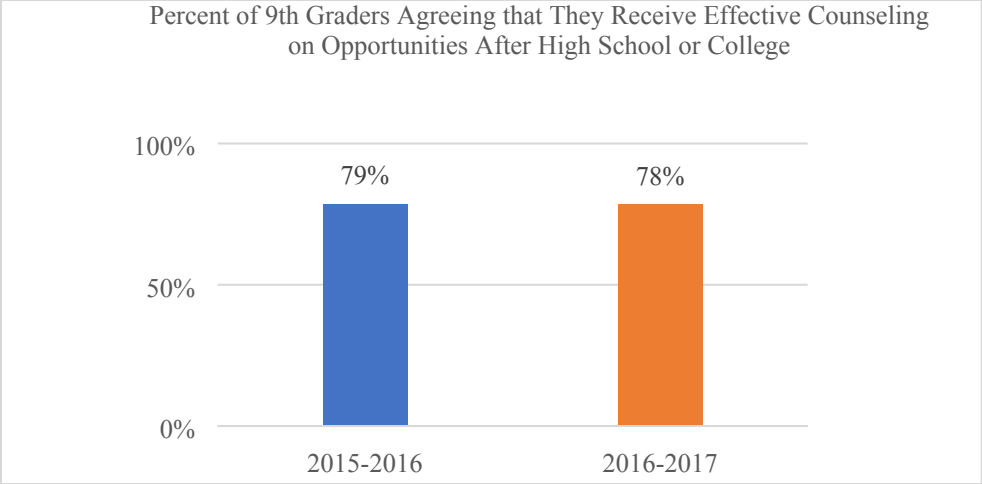


Percent of Students Who Earned 10 Credits or More in a CTE Pathway

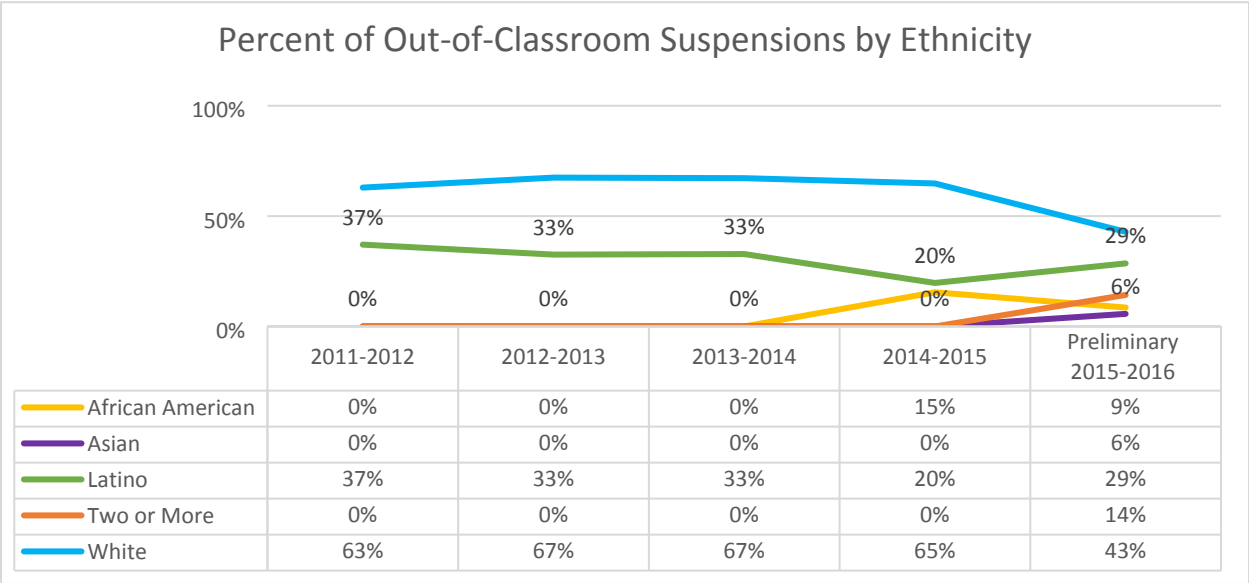
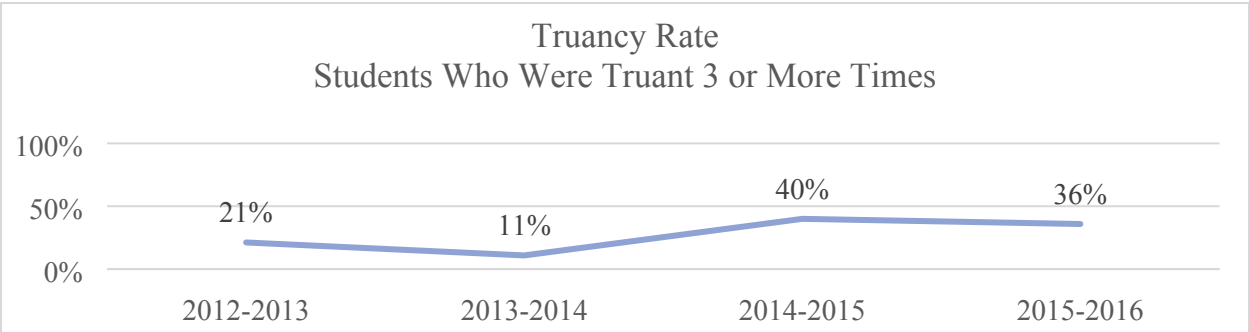


Percent of 10th - 12th Grade Students Taking AP Tests and Percent of AP Test Scores of 3 or Better

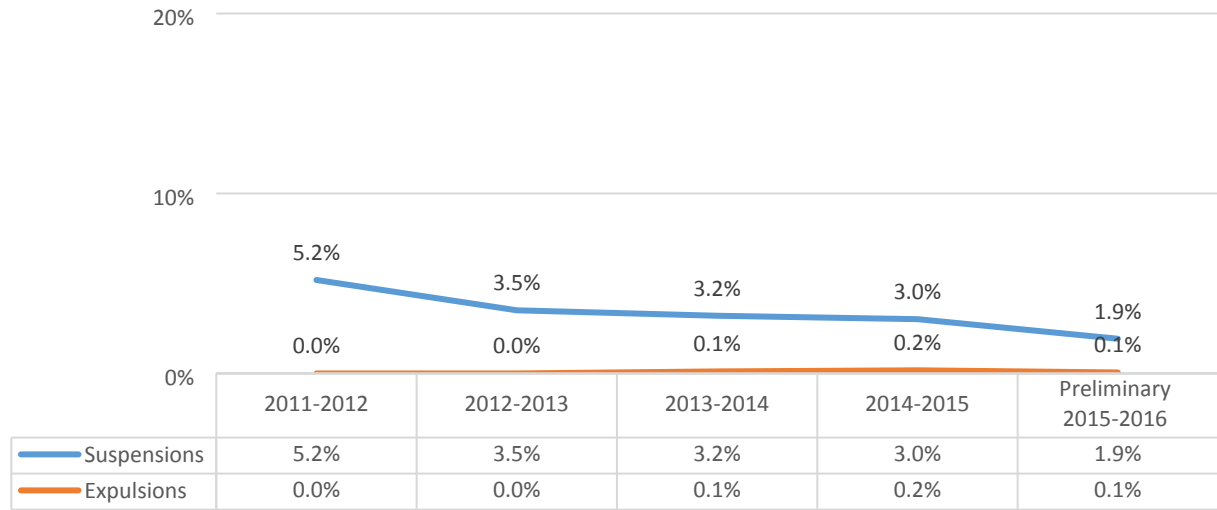




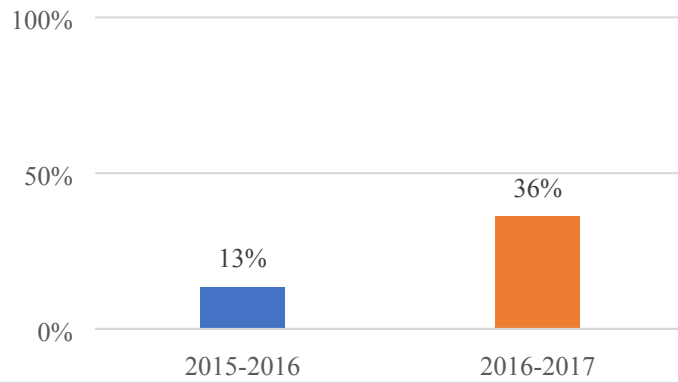
Goal 3: School climate that promotes physical and emotional well-being: School sites will engage actively with staff, students, and families to ensure that students receive the physical and emotional supports they need to succeed. Restorative justice and positive behavioral supports will be used to promote positive relationships in school communities.



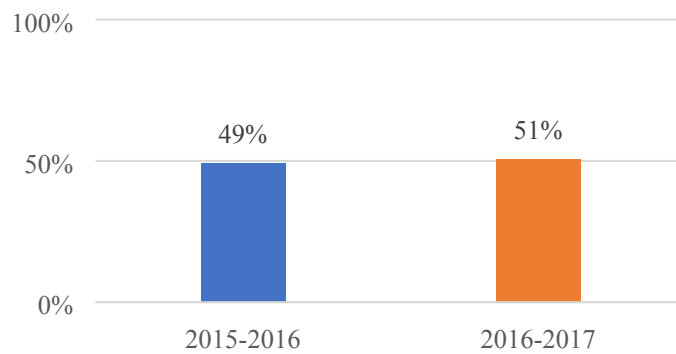
Suspension and Expulsion Rates



Parent Response Rate



Percent of 9th Graders Agreeing that "Students Care About Each Other"



Goal 4: Use human capital strategies that support staff effectiveness: CUHSD will use proven recruitment, selection, and retention strategies to improve staff quality throughout the District.

