The Single Plan for Student Achievement

School: Hemet High School
CDS Code: 33-67082-3332673
District: Hemet Unified School District
Principal: Dr. Emily Shaw
Revision Date: February 3, 2016

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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Hemet, CA 92544
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The District Governing Board approved this revision of the SPSA on.
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School Vision and Mission

Hemet High School’s Vision and Mission Statements

MISSION
“Hemet High School provides all students with a quality, comprehensive education that incorporates a standards-based curriculum through a variety of learning experiences that prepare students to be productive, caring citizens in a changing world.”

VISION
“Hemet High School will be a safe, diverse, academically-challenging learning community that provides 21st Century technology, vocational training, and equal access to post-secondary educational opportunities.

School Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 30 elementary and secondary schools with an enrollment of over 21,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

Hemet High School is a four year comprehensive high school accredited by the Western Association of Schools & Colleges through 2016. Hemet High School has a total student enrollment of 2325 with the following ethnic diversity: 41.5% White, 43.3% Hispanic/Latino, 7.6% Black/African American, 1.9% Asian, 1% Pacific Islander, 3.7% Native American, 1% Filipino. 68% of Hemet High School students qualify for free or reduced lunch.

Hemet High School was named a California Distinguished School in 2009 and a California Gold Ribbon School in 2015. Hemet High School was named a National B.A.R.R. School of Excellence for its successful implementation of the Building Assets Reducing Risks intervention model. Hemet High School’s Academic Decathlon and Mock Trial teams consistently finish in the top 5 schools countywide. 236 students participate in AVID and 143 students are actively engaged in the Air Force ROTC program.

Hemet High School sponsors over 60 student clubs and extracurricular organizations and offers 52 freshmen, JV, and Varsity athletic teams. Several teams have earned scholar-athlete recognition for their athletic performance and high Grade Point Averages and the school was the recipient of the 2014-15 CIF Champions of Character award.

Hemet High School offers several CTE pathways in Engineering & Architecture, Agriculture/Natural Resources, Arts/Media/Entertainment, Education/Child Development/Family Services, Health Science, Marketing/Sales/Service, and Transportation. Hemet High’s CTE Auto Mechanics internship program is currently rated # 1 in California. 58% of graduating seniors reported that they plan to attend a two year college/trade school after graduation while 23% planned to attend a four year university. Colleges and employers are encouraged to contact the Hemet High Career Center to arrange lunch time recruitment visits to campus or classroom presentations.

Purpose
The school profile provides a description of the school that is helpful in understanding the school and district.

Student Demographics

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>18 (0.76%)</td>
<td>16 (0.7%)</td>
<td>24 (1.0%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Receiving Free or Reduced Price Meals</th>
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<tbody>
<tr>
<td>Number</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2,339</td>
</tr>
</tbody>
</table>
Asian
48 (2.02%) 41 (1.8%) 41 (1.8%)

Percent
66.7% 68.2%

Parent Education Level

# Responses 2014-15 2015-16
Post Graduate 9 183
College Graduate 17 232
Some College 41 747
HS Diploma 22 677
Not HS Graduate 16 437

Enrollment

School Enrollment Trends

<table>
<thead>
<tr>
<th></th>
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<td>634</td>
<td>572</td>
<td>607</td>
<td>584</td>
<td>587</td>
</tr>
</tbody>
</table>

Facilities and Technology

Discuss the age and condition of facility, and any modernization projects completed or planned:

Hemet High was built in 1972 and additions were made in 1987. Further modernization occurred in 2003 and final capital improvement was completed by August 2012. Forty-one new classrooms became available at the start of 2012-2013, four serve Severly Handicapped students and include a sensory integration facility, a kitchen and shower. Of the 41 new classrooms 5 are state of the art science labs, one "black-box" theater. Each new classroom has an LCD mounted in each classroom. Completed in August 2012 was the 500 seat theater with a set building area and state of the art amenities.

The older facility is generally in good condition except that there are stains in the ceilings and cracked ceiling tiles. More security cameras need to be mounted on interior and exterior areas for safety of students. The new buildings need the numbers and letters mounted on exterior per Fire Code for emergency identification.
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).

During the 2015-2016 school year, students, parents, and teachers completed the Hemet High REAL Goals and Hemet High School’s Budget ranking surveys. A schools Title I ranking activity was also conducted with the SSC, ASB and PTA. Based on the surveys the following needs were identified:

- Chromebooks for classrooms
- Chromebooks to check out for students
- Chromebook carts
- Printers for students
- More campus supervisors
- Full time MFT
- After school tutoring
- Software licenses

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

Formal and informal observations are conducted weekly by administration, along with monthly administration team informal walkthroughs. Further, teachers conduct peer observations throughout the year. Based on classroom observations the following areas of growth were identified:

- Professional development for teachers in:
  - Developing rigorous and student centered lessons
  - Effective technology implementation
  - Using formative and summative data to inform instruction
  - Differentiation based on formative assessments
- Increase student engagement through the use of technology, 21st century skills, and student centered lessons.
- AVID strategies schoolwide (WICOR)
- Increase teacher and Instructional aid mobility during instructional minutes
- Digital citizenship lesson for students
- More collaboration time if needed for teachers
- Increase use of common department created formative assessment, and data analysis to inform instruction

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)

Staff use SBAC, MAPs, and CFA results to inform instruction and ensure proper placement of students in ELA, math, science, and social science classes. Goals are set at the school wide, department, and individual level.

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

Data Teams in English 9, 10, 11, and 12, Algebra I, Algebra II, geometry, Earth Science, Biology, Chemistry, World History, US History, CTE, Fine Arts, Foreign Language and ROTC collaborated to identify areas of student performance weakness, essential skills on the SBAC blueprint and test items from CAASPP Interim Assessments and illuminate item bank to create curriculum-embedded assessments (CFAs) Data was analyzed at the end of 5 weeks and instruction modified with re-teaching as needed.

Staffing and Professional Development

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

98% of District teachers meet the requirements for Highly Qualified staff. District administrators and teachers continue to work towards achieving 100% compliance. All teachers are teaching within their area of expertise.

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

100% of ELA and mathematics teachers are credentialed to teach their content area, and have been trained on RCD unit development. During the past three years all math and ELA teachers have been trained during the summer and/or pullout days on Common Core and RCD units. The math department is 100% SB 472 trained on the core McDougal Littell texts and ancillaries. The Social Science Department received the publisher training on the Prentice-Hall Pearson adopted texts.

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

Professional development has been aligned to the continuous improvement cycle in the areas of: Collaboration, Data Teams, instructional strategies, Common Formative Assessments, and interventions including MIND ST Math®, and Compass Learning® Appropriate staff members have been trained in Professional Learning Communities (PLCs), CFAs, Data Teams, Mind Math, Compass Learning, Intervention using Measuring Up ELA/Math, Read 180 and APEX so that all students receive rigorous instruction and intervention support. All 9th grade students will be tested in MAPs for appropriate intervention placement in Fall and Spring. All English Learners are tested in MAPs for appropriate EL, intervention placement & reclassification in Fall, Winter and Spring All Special Education students are tested in MAPs for appropriate intervention and services. Teachers will meet in grade level data teams to create and administer CFAs in triads 1-4; analyze pre and post student performance data and work collaboratively to define and utilize research-based instructional strategies. Schoolwide Non-Fiction Writing prompts will be administered across the curriculum in all subject areas once per triad. Using a common rubric, teachers will meet in cross-curricular teams and departments two times per year to discuss findings, draw conclusions, and plan for student improvement.
6. **Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)**

Instructional assistance and support has been provided in the following areas: English Language Arts adoption, Mathematics adoption, Decision Making for Results, Data Teams, and instructional strategies (Direct Interactive Instruction and differentiated instruction).

Hemet High School has available instructional coaches in the areas of English Language Arts, Social Science, mathematics, Special Education and English Language development. The District Coaches support the staff in the classroom and at group trainings. They facilitate and train teachers in the continuous improvement cycle, the data cycles, data teams, decision-making for results, creating common formative assessments and instructional strategies. They provide department workshops on the components of direct interactive instructional strategies and co-plan/coteach with staff. They oversee BTSA training and in-class implementation of best teaching practices.

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

Collaboration time has been limited to 3 hours per month. Meetings occur on three Tuesdays after school for one hour each. They have addressed school wide initiatives that include Haiku Unit Planning Organizer and Authentic Performance Task planning. Also collaboration on non-fiction writing, Action Walk visits, Suicide Awareness and WASC updates have occurred. Additionally time has been spent during these meetings to collaborate on analyzing student and department data and to review triad CFAs. Additional full-day and half release time was made available to teachers on the Data Teams for further development of Common Core Units and Department/Course planning.

Teaching and Learning

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

RCD
A team of staff district wide collaborated four days in the 11-12 school year dedicated to aligning ELA and math curriculum to the Common Core. They had 18 days of collaboration in the 12-13 school year to continue the work. They have been aligning and creating the research-based activities to support instruction in the 13-14, 14-15, and 15-16 school years with additional release days for the RCD ELA and math site representatives and the Vetting Committee members.

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

N/A

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

RCD and master schedule
Intervention courses will be provided in the master schedule to provide support for the special education students performing below proficient in Algebra. The additional intervention classes are built into the master schedule to serve those students in need of support in ELA and math.

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

The standards-based grade level instructional materials are being substantially used when our below grade-level populations are considered. The groups of severely handicapped students and our special day students reading below the sixth grade level are not always using the standards-based instructional materials.
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)

There is 100% use of SBE adopted texts and standards - aligned instructional materials. Interventional materials including
Measuring UP, Compass, Mind Math are aligned to the core courses and available to students who are under-performing. The
SH and a limited number of SDC students are not fully using standards – aligned instructional materials.

Opportunity and Equal Educational Access

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

Students at Hemet high are provided with various programs to support career and college success. Some of these programs
include: health services, mental health services, college and career planning in the school’s career center, academic counselors.
Student support teams (SST and pre-SST) are implemented to assist with concerns for students’ individual needs. The library is
open during lunch and after school until 5:30 p.m. The after school “Think Program” uses the library to support students
academically. Building Assets, Reducing Risks (BARR) is a program that offers academic and social support for all enrolled
freshmen. Program fosters a school-wide cross curricular awareness of the different developmental assets essential for optimal
learning.

Students at Hemet High have many resources for learning support as well as counseling/mental health services. There are two
Marriage Family Therapists (MFT) on campus, on for the general population and one dedicated to the BARR program.
Furthermore, the school has five counselors on staff to advice students. One counselor is specifically tasked with providing
college and career counseling through the Career Center.

Hemet school provides alternative learning options for students including APEX for students in need of credit recovery, tutoring
opportunities, and a wide variety of Advanced (AP) courses. Students are strongly encouraged to challenged themselves
academically and the school has made a strong effort to recruit more students into advanced level coursework including a
growing dual-enrollment program.

MAP Testing and subsequent Compass Learning, Mind Math, APEX Learning, After school and lunch time tutoring, Measuring
Up, Read 180, English Now! for English Learners, Counselor services for referral to SST, accommodations and modifications for
14. Research-based educational practices to raise student achievement

Direct Interactive Instruction, strategies for engagement identified by Marzano, collaboration by teachers, data teams to review student performance:

o Tier I: Universal Access to Strong Core Instructional Program
The district has provided instructional units based on the CCSS available for teaching staff through the Haiku Learning Management System. ELA and math teachers have been trained in how to access, comment and add to the units. Suggestions for differentiating instruction for SPED and EL students is included in the units. All core texts have ancillary materials that provide strategies for addressing the needs of English Learners and students with disabilities. The audio-visual and online resources provide additional opportunities for these students to access the core instructional program. Two staff members in each core area of ELA, math, science and social science received a 4 day training on Access by Universal Design. Highly qualified teachers teaching in their fields. All students have access to core curriculum through SBE adopted texts and Haiku. Program placement, monitoring, and assessment through placement tests, CSTs, triad grades, Holt and CELDT. Students have access to counseling, AP classes, SART, DII, speech services and tutoring.

o Tier II: Strategic Support (e.g., Speech Improvement Class, etc.)
PLCs, English and Math Intervention, Read 180, High Point, tutoring, English Now!, Counseling, Compass Learning, and APEX.

o Tier III: Intensive Intervention
Collaboration with special education and regular education, PLCs, Read 180, High Point, ES fundamentals, IEPs, Guidance Counselors, extended school year, student tutors, Instructional aides, Alternative Placement.

Furthermore, the school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on learning, for example:

- Teachers use interactive notebooks in Google Classroom providing multiple avenues for student learning.
- RCD units have multimedia embedded in the lessons.
- RCD units are written and adjusted for GATE, SPED, and ELD differentiation.
- Teachers create lesson plans that require students to use digital information technology for research, collaboration, and digital communication: .ppt, mmv, .jpeg, .mp3, web page design, photo editing, personal handheld technology.
- Teachers use illuminate to disaggregate data on common formative assessments to see how specific segments of student population are performing. Based on analysis in Data Teams teachers adjust instruction accordingly.
- Teachers are trained in Universal Design for Learning (UDL) to differentiate instruction.
Parental Involvement

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

Hemet High School has several active parent and community-based organizations to assist our under-achieving students. The English Learner Advisory Committee (ELAC) meets quarterly to discuss the progress of our English Learner students and various topics relevant to the English Learner student population.

District English Learner Advisory Committee (DELAC) is a district-based group, and like ELAC, discusses topics relevant to the English learner student population.

School Site Council (SSC), which includes parent membership, meets a minimum of four times per year. This body serves a critical role in creation of the school site plan, and approves all of the school's categorical spending throughout the school year. These funds have been set aside by the state and federal government to be used to help close the achievement gap for our traditionally low performing students.

After school tutoring has been made available to students in need, APEX and on-line instructional program is offered by Hemet High School for credit recovery purposes.

Moreover, the resources available from family, school, district, and community to assist under-achieving students are:
- Tutoring before, during lunch, and after school
- Think Together activities and classes
- CE programs
- ROTC
- Career and parent center
- Community bilingual Liaison
- Career exploration programs
- College workshops
- AVID
- BARR
- Two Marriage and Family Therapist
- Student Internships
- Dual enrollment classes
- MSJC on campus counselor
- APEX program

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)

Parents, community representatives, classroom teachers, other school personal, and students are involved in planning, implementation, and evaluation of ConApp programs in the school in many ways. Such as, activities throughout the year that require parents, community representatives, classroom teachers, other school personal, and students involvement. This includes the Parent Teacher Student Association, which is designated to encourage parents to attend functions at school. The community participates through sporting events including invitational/tournaments; which include both athletics and academics. FFA participates in the Indio Fair and Southern California Fair. They sell farm fresh eggs and produce to the general public every Sunday from animals and produce they grow on campus. FFA also creates a petting zoo for the community and donates produce to Hope Foods. In addition, ongoing participation from all stake holders occurs through SSC, PTA, ASB, AVID, and the Parent Center.

Carlos Navarro, Director of Categorical Program, facilitates the District Advisory Committee (DAC) which provides input into the consolidated application program for the Hemet Unifiied School District.
17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All services provided by categorical funds supplement preexisting services provided to Hemet High School students.

The school provides the following services with categorical funds to support underperforming students:
- AP tutoring
- Software licenses
- AVID tutors and trainings
- Chromebooks for students to checkout
- Full time MFT
- Reacher release time
- After school tutoring
- Teacher 6th period assignment
- Professional Development
- Home visits/parent involvement

18. Fiscal support (EPC)

Hemet High School's general and categorical funds are used to appropriately support the English Language Arts and Mathematics program goals in the school plan.

The school provides the following services with supplemental and discretionary funds to support underperforming students:
- Department budget
- SBAC testing
- Parent liaison
- BARR
- Professional development
- Ag science
- CTE
- Chromebooks

Description of Barriers and Related School Goals

Hemet High barriers for improvement are:
- Adaptability and accessibility to common core standards
- Teachers unwillingness to change their instructional strategies to meet the needs of our changing population
- The reluctance of some mathematic teachers to change their instructional strategies to promote conceptual understanding and connect mathematical concepts to real world applications through student centered lessons.

Hemet High Goals are:
- Students will be college or career ready as demonstrated by completion of one or more CTE classes and/or completion of a-g requirements.
- Students will be challenged in their classes experiencing a rigorous curriculum and meaningful 21st century tasks.
- We will increase parent and student engagement
- All English Language Learners will improve at least one CELDT level.
School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>522</td>
<td>513</td>
<td>98.3</td>
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<td>All Grades</td>
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<thead>
<tr>
<th>Grade Level</th>
<th>READING</th>
<th>WRITING</th>
<th>LISTENING</th>
<th>RESEARCH/INQUIRY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrating understanding of literary &amp; non-fictional texts</td>
<td>Producing clear and purposeful writing</td>
<td>Demonstrating effective communication skills</td>
<td>Investigating, analyzing, and presenting information</td>
</tr>
<tr>
<td>Above Standard</td>
<td>At or Near Standard</td>
<td>Below Standard</td>
<td>Above Standard</td>
<td>At or Near Standard</td>
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<tr>
<td>Grade 11</td>
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<td>All Grades</td>
<td>29</td>
<td>51</td>
<td>20</td>
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Conclusions based on this data:

1. The major area of growth for English Language Arts/Literacy is writing. 27% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.
2. The areas of strength for English Language Arts/Literacy are Reading and Research/Inquiry. 29% of students scored at above grade level on both claim performances.
3. The listening claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 SBAC administration, since 67% of students scored at or near standard.
School and Student Performance Data

**CAASPP Results (All Students)**

**Mathematics**

<table>
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<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
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<th>Standard Met</th>
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<td>522</td>
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<td>98.3</td>
<td>511</td>
<td>2562.3</td>
<td>7</td>
<td>19</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>All Grades</td>
<td>522</td>
<td>513</td>
<td>98.3</td>
<td>511</td>
<td>2562.3</td>
<td>7</td>
<td>19</td>
<td>33</td>
<td>40</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. The major area of growth for mathematics is Concepts and Procedures. 43% of students scored below standard, which is the highest below standard percentage of all four claim performances.
2. With 11% of students scoring Above Standard, Communicating Reasoning is the claim performance with the lowest above standard percent.
3. The Communicating Reasoning claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 administration, since 58% of students scored at or near standard.
School and Student Performance Data

CAASPP Results (English Learners)

English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>522</td>
<td>16</td>
<td>3.1</td>
<td>16</td>
<td>2424.4</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>81</td>
</tr>
<tr>
<td>All Grades</td>
<td>522</td>
<td>16</td>
<td>3.1</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>81</td>
</tr>
</tbody>
</table>

- **READING**
  - Grade 11: 0 Above Standard, 13 At or Near Standard, 88 Below Standard
  - All Grades: 0 Above Standard, 13 At or Near Standard, 88 Below Standard

- **WRITING**
  - Grade 11: 0 Above Standard, 19 At or Near Standard, 81 Below Standard
  - All Grades: 0 Above Standard, 19 At or Near Standard, 81 Below Standard

- **LISTENING**
  - Grade 11: 0 Above Standard, 38 At or Near Standard, 63 Below Standard
  - All Grades: 0 Above Standard, 38 At or Near Standard, 63 Below Standard

- **RESEARCH/INQUIRY**
  - Grade 11: 0 Above Standard, 31 At or Near Standard, 69 Below Standard
  - All Grades: 0 Above Standard, 31 At or Near Standard, 69 Below Standard

Conclusions based on this data:

1. The major area of growth for English Learners in English Language Arts/Literacy is reading. 88% of students scored below standard in demonstrating understanding of literary and non-fictional text, which is the highest below standard percentage of all four claim performances.
2. The area of strength for English Learners in English Language Arts/Literacy is listening. 38% of students scored at or near standard level on demonstrating effective communication skills claim performance.
3. With 81% of students scoring below standard, writing is another area of growth for English Learners.
School and Student Performance Data

CAASPP Results (English Learners)

Mathematics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>522</td>
<td>16</td>
<td>3.1</td>
<td>16</td>
<td>2435.4</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>94</td>
</tr>
<tr>
<td>All Grades</td>
<td>522</td>
<td>16</td>
<td>3.1</td>
<td>16</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>94</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. The major area of growth for English Learners in mathematics is Concepts and Procedures. 94% of students scored below standard in applying mathematical concepts and procedures, which is the highest below standard percentage of all three claim performances.

2. Problem Solving and Communicating Reasoning claim performances have the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 31% of students scored at or near standard in both claims.

3. Zero percent of English Learner student scored at Above Standard, thus they represent the student subgroup with the greatest need.
School and Student Performance Data

**CAASPP Results (Hispanic)**

**English Language Arts/Literacy**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>522</td>
<td>223</td>
<td>42.7</td>
<td>223</td>
<td>2554.9</td>
<td>12</td>
<td>26</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>All Grades</td>
<td>522</td>
<td>223</td>
<td>42.7</td>
<td>223</td>
<td></td>
<td>12</td>
<td>26</td>
<td>33</td>
<td>28</td>
</tr>
</tbody>
</table>

**Conclusions based on this data:**

1. The major area of growth for Hispanic students in English Language Arts/Literacy is writing. 31% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.

2. The area of strength for Hispanic students in English Language Arts/Literacy is Research and Inquiry. 22% of students scored above standard on investigating, analyzing, and presenting information claim performance.

3. The listening claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 SBAC administration, since 67% of Hispanic students scored at or near standard.
School and Student Performance Data

**CAASPP Results (Hispanic)**

**Mathematics**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
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<td>3</td>
<td>13</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>All Grades</td>
<td>522</td>
<td>223</td>
<td>42.7</td>
<td>223</td>
<td>3</td>
<td>13</td>
<td>34</td>
<td>50</td>
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</tbody>
</table>

**CONCLUSIONS & PROCEDURES**

- Applying mathematical concepts and procedures
- Using appropriate tools and strategies to solve real-world and mathematical problems
- Demonstrating ability to support mathematical conclusions

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Above Standard</th>
<th>At or Near Standard</th>
<th>Below Standard</th>
<th>Above Standard</th>
<th>At or Near Standard</th>
<th>Below Standard</th>
<th>Above Standard</th>
<th>At or Near Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
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<td>37</td>
<td>53</td>
<td>6</td>
<td>54</td>
<td>39</td>
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<tr>
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<td>6</td>
<td>54</td>
<td>39</td>
<td>5</td>
<td>55</td>
<td>40</td>
</tr>
</tbody>
</table>

**Conclusions based on this data:**

1. The major area of growth for Hispanic students in mathematics is Concepts and Procedures. 53% of students scored below standard in applying mathematical concepts and procedures, which is the highest below standard percentage of all three claim performances.
2. Problem Solving and Communicating Reasoning claim performances have the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 54 and 55% of Hispanic students scored at or near standard in both claims.
3. The majority of Hispanic students scored at, near or below standard on all three claim performances.
### School and Student Performance Data

#### CAASPP Results (African-American)

**English Language Arts/Literacy**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>522</td>
<td>28</td>
<td>5.4</td>
<td>28</td>
<td>2524.5</td>
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<td>28</td>
<td>0</td>
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<td>29</td>
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<thead>
<tr>
<th>Grade Level</th>
<th>READING</th>
<th></th>
<th>WRITING</th>
<th></th>
<th>LISTENING</th>
<th></th>
<th>RESEARCH/INQUIRY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>Demonstrating understanding of literary &amp; non-fictional texts</td>
<td>Producing clear and purposeful writing</td>
<td>Demonstrating effective communication skills</td>
<td>Investigating, analyzing, and presenting information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td>Above Standard</td>
<td>At or Near Standard</td>
<td>Below Standard</td>
<td>Above Standard</td>
<td>At or Near Standard</td>
<td>Below Standard</td>
<td>Above Standard</td>
<td>At or Near Standard</td>
</tr>
<tr>
<td>All Grades</td>
<td>14</td>
<td>54</td>
<td>32</td>
<td>4</td>
<td>50</td>
<td>46</td>
<td>7</td>
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<td>54</td>
<td>32</td>
<td>4</td>
<td>50</td>
<td>46</td>
<td>7</td>
<td>61</td>
</tr>
</tbody>
</table>

**Conclusions based on this data:**

1. The major area of growth for African-American students in English Language Arts/Literacy is writing. 46% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.

2. The area of strength for African-American students in English Language Arts/Literacy is Reading. 14% of students scored above standard on demonstrating understanding of literacy and non-fictional texts claim performance.

3. The listening claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 SBAC administration, since 61% of African-American students scored at or near standard.
School and Student Performance Data

CAASPP Results (African-American)

Mathematics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>5.4</td>
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<td>18</td>
<td>29</td>
<td>54</td>
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</tbody>
</table>

Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Above Standard</th>
<th>At or Near Standard</th>
<th>Below Standard</th>
<th>Above Standard</th>
<th>At or Near Standard</th>
<th>Below Standard</th>
<th>Above Standard</th>
<th>At or Near Standard</th>
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<td>Grade 11</td>
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<tr>
<td>All Grades</td>
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<td>50</td>
<td>50</td>
<td>0</td>
<td>54</td>
<td>46</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. The major area of growth for African-American students in mathematics is Problem Solving. 50% of students scored below standard in using appropriate tools and strategies to solve real world and mathematical problems, which is the highest below standard percentage of all three claim performances.

2. Communicating Reasoning claim performance has the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 54% of African-American students scored at or near standard in the claim performance.

3. The majority of African-American students scored at, near or below standard on all three claim performances.
School and Student Performance Data

CAASPP Results (Students With Disabilities)

English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>522</td>
<td>63</td>
<td>12.1</td>
<td>63</td>
<td>2427.4</td>
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<td>13</td>
<td>84</td>
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<tr>
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<td>63</td>
<td>12.1</td>
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<td>0</td>
<td>3</td>
<td>13</td>
<td>84</td>
<td></td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. The major area of growth for students with disabilities in English Language Arts/Literacy is writing. 89% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.

2. Research and Inquiry has the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 40% of students with disabilities scored at or near standard in the claim performance.

3. The majority students with disabilities scored at, near or below standard on all four claim performances.
School and Student Performance Data

CAASPP Results (Students With Disabilities)

Mathematics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
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</thead>
<tbody>
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<td>2</td>
<td>8</td>
<td>90</td>
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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>CONCEPTS &amp; PROCEDURES</th>
<th>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS</th>
<th>COMMUNICATING REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applying mathematical concepts and procedures</td>
<td>Using appropriate tools and strategies to solve real world and mathematical problems</td>
<td>Demonstrating ability to support mathematical conclusions</td>
</tr>
<tr>
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</tr>
<tr>
<td>All Grades</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. The major area of growth for students with disabilities in mathematics is Concepts and Procedures. 94% of students scored below standard in applying mathematical concepts and procedures, which is the highest below standard percentage of all three claim performances.

2. Communicating reasoning has the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 37% of students with disabilities scored at or near standard in the claim performance.

3. The majority students with disabilities scored at, near or below standard on all three claim performances.
School and Student Performance Data

CAASPP Results (Socio-Economically Disadvantaged)

English Language Arts/Literacy

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
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<td>31</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>All Grades</td>
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<td>346</td>
<td>2560.8</td>
<td>13</td>
<td>31</td>
<td>29</td>
<td>26</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. The major area of growth for Socio-economically disadvantaged students in English Language Arts/Literacy is writing. 30% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.

2. The area of strength of Socio-economically disadvantaged students in English Language Arts/Literacy is Research/Inquiry. 23% of students scored above standard on investigating, analyzing, and presenting information claim performance.

3. The listening claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 SBAC administration, since 67% of Socio-economically disadvantaged students scored at or near standard.
School and Student Performance Data

**CAASPP Results (Socio-Economically Disadvantaged)**

**Mathematics**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
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</thead>
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<td>16</td>
<td>33</td>
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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>CONCEPTS &amp; PROCEDURES</th>
<th>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS</th>
<th>COMMUNICATING REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applying mathematical concepts and procedures</td>
<td>Using appropriate tools and strategies to solve real world and mathematical problems</td>
<td>Demonstrating ability to support mathematical conclusions</td>
</tr>
<tr>
<td></td>
<td>Above Standard</td>
<td>At or Near Standard</td>
<td>Below Standard</td>
</tr>
<tr>
<td>Grade 11</td>
<td>12</td>
<td>39</td>
<td>50</td>
</tr>
<tr>
<td>All Grades</td>
<td>12</td>
<td>39</td>
<td>50</td>
</tr>
</tbody>
</table>

**Conclusions based on this data:**

1. The major area of growth for Socio-economically disadvantaged students in mathematics is Concepts and Procedures. 50% of students scored below standard in applying mathematical concepts and procedures, which is the highest below standard percentage of all three claim performances.
2. Communicating reasoning and problem solving have the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 55 and 58% of students scored at or near standard in the claim performance.
3. The majority of Socio-economically disadvantaged students scored at, near or below standard on all three claim performances.
## School and Student Performance Data

### CELDT (Annual Assessment) Results

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<th>Early Intermediate %</th>
<th>Beginning #</th>
<th>Beginning %</th>
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</tr>
<tr>
<td>12</td>
<td>16</td>
<td>2</td>
<td>13</td>
<td>4</td>
<td>25</td>
<td>7</td>
<td>44</td>
<td>3</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>3</td>
<td>3</td>
<td>29</td>
<td>34</td>
<td>31</td>
<td>36</td>
<td>17</td>
<td>20</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

### Conclusions based on this data:

1. Based on CELDT data, 37% of English learners could qualify to be reclassified as RFEP.
2. The majority of English learners are above the beginning language proficiency, only 7% of students scored at the beginning level.
3. There are 42% percent of English learners at the intermediate levels, thus potentially many students can move to Advanced or early advanced level during the next CELDT administration.
School and Student Performance Data

**CELDT (All Assessment) Results**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>7</td>
<td>12</td>
<td>29</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>33</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>38</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>13</td>
<td>4</td>
<td>25</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>7</td>
<td>31</td>
<td>31</td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. Based on CELDT assessment data, 38% of English learners could qualify to be reclassified as RFEP.
2. The majority of English learners are above the beginning language proficiency, only 10% of students scored at the beginning level.
3. There are 52% percent of English learners at the intermediate levels, thus potentially many students can move to Advanced or early advanced level during the next CELDT administration.
## School and Student Performance Data

### Title III Accountability (School Data)

#### AMAO 1

<table>
<thead>
<tr>
<th></th>
<th>Annual Growth</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
<td>2013-14</td>
<td>2014-15</td>
</tr>
<tr>
<td>Number of Annual Testers</td>
<td>106</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>Percent with Prior Year Data</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Number in Cohort</td>
<td>106</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>Number Met</td>
<td>49</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>Percent Met</td>
<td>46.2%</td>
<td>46.7%</td>
<td>45.3%</td>
</tr>
<tr>
<td>NCLB Target</td>
<td>57.5</td>
<td>59.0</td>
<td>60.5</td>
</tr>
<tr>
<td>Met Target</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

#### AMAO 2

<table>
<thead>
<tr>
<th></th>
<th>Attaining English Proficiency</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
<td>2013-14</td>
<td>2014-15</td>
</tr>
<tr>
<td></td>
<td>Years of EL instruction</td>
<td>Years of EL instruction</td>
<td>Years of EL instruction</td>
</tr>
<tr>
<td></td>
<td>Less Than 5</td>
<td>5 Or More</td>
<td>Less Than 5</td>
</tr>
<tr>
<td>Number in Cohort</td>
<td>14</td>
<td>103</td>
<td>6</td>
</tr>
<tr>
<td>Number Met</td>
<td>--</td>
<td>32</td>
<td>--</td>
</tr>
<tr>
<td>Percent Met</td>
<td>--</td>
<td>31.1%</td>
<td>--</td>
</tr>
<tr>
<td>NCLB Target</td>
<td>21.4</td>
<td>47.0</td>
<td>22.8</td>
</tr>
<tr>
<td>Met Target</td>
<td>*</td>
<td>No</td>
<td>--</td>
</tr>
</tbody>
</table>

#### AMAO 3

<table>
<thead>
<tr>
<th></th>
<th>Adequate Yearly Progress for English Learner Subgroup</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
<td>2013-14</td>
<td>2014-15</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Conclusions based on this data:

1. During the past three years, the AMAO 1 NCLB target has not been met and there has been a 1.2% decrease on percent met.
2. During the past three years, the AMAO 2 NCLB target has not been met and there has been a 3.2% decrease on percent met of students with five or more years of instruction.
3. During the past three years, the students in AMAO 1 target subgroup has decreased by 18.9%.
School and Student Performance Data

Title III Accountability (District Data)

<table>
<thead>
<tr>
<th>AMAO 1</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
</tr>
<tr>
<td>Number of Annual Testers</td>
<td>2,408</td>
</tr>
<tr>
<td>Percent with Prior Year Data</td>
<td>100.0</td>
</tr>
<tr>
<td>Number in Cohort</td>
<td>2,408</td>
</tr>
<tr>
<td>Number Met</td>
<td>1,188</td>
</tr>
<tr>
<td>Percent Met</td>
<td>49.3</td>
</tr>
<tr>
<td>NCLB Target</td>
<td>57.5</td>
</tr>
<tr>
<td>Met Target</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 2</th>
<th>Attaining English Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
</tr>
<tr>
<td></td>
<td>Years of EL instruction</td>
</tr>
<tr>
<td></td>
<td>Less Than 5</td>
</tr>
<tr>
<td>Number in Cohort</td>
<td>1,738</td>
</tr>
<tr>
<td>Number Met</td>
<td>387</td>
</tr>
<tr>
<td>Percent Met</td>
<td>22.3</td>
</tr>
<tr>
<td>NCLB Target</td>
<td>20.1</td>
</tr>
<tr>
<td>Met Target</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 3</th>
<th>Adequate Yearly Progress for English Learner Subgroup at the LEA Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td>No</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td>No</td>
</tr>
<tr>
<td>Met Target for AMAO 3</td>
<td>No</td>
</tr>
</tbody>
</table>

Conclusions based on this data:

1. During the past three years, the AMAO 1 NCLB target has not been met. Although, there has been a 2.3% increase on percent met.
2. During the past three years, the AMAO 2 NCLB target has not been met and there has been a 4.4% decrease on percent met of students with five or more years of instruction.
3. During the past three years, the AMAO NCLB target for students with less than five years of instruction has been met. Further, there has been a 1.3% increase on percent met.
Planned Improvements in Student Performance

**School Goal #1 - English Language Arts/English**

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:

<table>
<thead>
<tr>
<th>SUBJECT: School Goal #1 - English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEA/LCAP GOAL:</strong></td>
</tr>
<tr>
<td>Goal 1: All students will graduate from high school college &amp; career ready.</td>
</tr>
<tr>
<td>Goal 2: All students will read at grade level or above. All English learners will acquire proficiency in no more than five years.</td>
</tr>
<tr>
<td>Goal 3: All students will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL GOAL #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be college or career ready as demonstrated by completion of one or more CTE classes and/or completion of a-g requirements.</td>
</tr>
<tr>
<td>• A-G completion has rate increased:</td>
</tr>
<tr>
<td>o 2013-2014 Completion Rate 26.2%</td>
</tr>
<tr>
<td>o 2014-2015 Completion Rate 33.5%</td>
</tr>
<tr>
<td>o 2015-2016 Completion Rate 48.9%</td>
</tr>
<tr>
<td>o 2016-2017 School Goal-Increase Completion Rate by 5%</td>
</tr>
<tr>
<td>• Graduation Rate has increased:</td>
</tr>
<tr>
<td>o 2013-2014 Graduation Rate 90.58%</td>
</tr>
<tr>
<td>o 2014-2015 Graduation Rate 97%</td>
</tr>
<tr>
<td>o 2015-2016 School Goal- Increase graduation rate by 1%</td>
</tr>
<tr>
<td>o 2016-2017 School Goal- Increase graduation rate by 1%</td>
</tr>
</tbody>
</table>

Students will be challenged in their classes experiencing a rigorous curriculum and meaningful 21st century tasks.

Increase parent participation by 5% as measured by attendance at college planning workshops, use of the Parent/Career Center Resources, use of Aeries for student success monitoring and overall attendance at school events (Back to school night and parent conferences)

Increase CAASPP percent of students meeting and exceeding standard in English Language Arts achievement scores of all student subgroups by 10%.
The major area of growth for English Language Arts/Literacy is writing. 27% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.

The areas of strength for English Language Arts/Literacy are Reading and Research/Inquiry. 29% of students scored at above grade level on both claim performances.

The listening claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 SBAC administration, since 67% of students scored at or near standard.

Based on CELDT data, 37% of English learners could qualify to be reclassified as RFEP.

The majority of English learners are above the beginning language proficiency, only 7% of students scored at the beginning level.

There are 42% percent of English learners at the intermediate levels, thus potentially many students can move to Advanced or early advanced level during the next CELDT administration.
How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of this goal by monitoring the following performance indicators:

- Workshop parent and student attendance
- School events sign in forms
- Graduation Rate
- A-G completion rate
- 1-1 counseling meetings
- Parent/Career center sign in forms
- Increased enrollment in CTE and a-g courses.
- Increased AP enrollment and access.
- Dual college credit enrollment opportunities.
- Increased enrollment and successful completion of AVID.
- CAASPP results
- CELDT Annual Assessment Results
- All English Language Learners will improve at least one CELDT level.
- improve the Parent/Career center
- Master Schedule enhancements to include updated offerings in both math and English to address the CCSS, dual enrollment offerings, AP Offerings and the establishment of various pathways in CTE and other subjects.
- Continue offering Professional Development supporting the curriculum, school programs, and student achievement and interventions.
- Continue data teams and non-fiction writing across the curriculum
- MAP testing for all freshman and English learner students

---

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be identified and placed</td>
<td>July 2016 to June 2017</td>
<td>Teachers and administration</td>
<td>AP tutoring and AP teacher release time</td>
</tr>
<tr>
<td>in appropriate Honors/AP classes</td>
<td></td>
<td></td>
<td>Description: 1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td>where they will receive instruction</td>
<td></td>
<td></td>
<td>Salaries</td>
</tr>
<tr>
<td>with an enrichment of content standards.</td>
<td></td>
<td></td>
<td>Funding Source: Title I</td>
</tr>
<tr>
<td>AP students will need additional</td>
<td></td>
<td></td>
<td>Amount: 12500</td>
</tr>
<tr>
<td>support including tutors and teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extra duty and pull out time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AVID Field Trip Standards and Essential Question:

- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources
- **9-COLL.A2** Utilize technology to complete final drafts of assignments and conduct research
- **9-CP.C1** Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice
- **EQ:** “How can I use technology to assist in finding a college that is the right fit for me?”

Lesson Plan:

1. Introduce College Research
   - Distribute one Finding Colleges That Fit handout and two or three copies of the College Research Worksheet to each student.

<table>
<thead>
<tr>
<th>Administration</th>
<th>Other AVID expenditures</th>
<th>5000-5999: Services and Other Operating Expenditures</th>
<th>Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>30000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13000</td>
<td></td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Ensure core teachers have release time to meet as Data Teams and develop common assessments around key standards. Data Teams will analyze results from those assessments and create action plans for reteaching areas of greatest need. In addition, it has been discovered that there is a need for teachers to observe other teachers’ strategies in order to calibrate said strategies and create the action plan.</td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td>Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I 12251</td>
</tr>
<tr>
<td>Unfunded program, if/when additional funds become available the action/service will be implemented. After School Tutoring - teachers will provide academic tutoring (English, Science and Math) after school for students who are not demonstrating success in core academic areas to support the student’s mastery of knowledge.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td></td>
</tr>
<tr>
<td>Unfunded program, if/when additional funds become available the action/service will be implemented. Teacher 6th period assignment to offer support class for 9th-12th grade success in core a-g courses with a C or better.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td></td>
</tr>
<tr>
<td>Unfunded program, if/when additional funds become available the action/service will be implemented. AVID: summer institute, Write-Path, and related trainings/follow up for coordinator and teachers, release time/substitutes for collaboration, workshop registration, mileage, materials and supplies.</td>
<td>July 2016 to June 2017</td>
<td>School Administration and AVID Coordinator</td>
<td></td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Unfunded program, if/when additional funds become available the action/service will be implemented.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td></td>
</tr>
<tr>
<td>Travel and Conferences: any approved professional development/training opportunity which supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the core, supplemental curriculum and/or the needs of students with regard to achievement, safety,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or intervention. Including release time, subs, conference fees, accommodations, mileage and meals as</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unfunded program, if/when additional funds become available the action/service will be implemented.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td></td>
</tr>
<tr>
<td>Need Professional development to address the changing Socio-economic population of the school, for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>example: Ruby Payne, &quot;A Framework for Understanding Poverty&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unfunded program, if/when additional funds become available the action/service will be implemented.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td></td>
</tr>
<tr>
<td>AP training/professional development for AP teachers to support the increase in AP enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>through outreach to connect traditionally underserved students to AP classes. The increase in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrollment required an increase in staff capacity to teach AP classes and connect resources to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>underserved students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Unfunded program, if/when additional funds become available the action/service will be implemented. Web-hosted software/programs and software licenses, fees, subscriptions, maintenance, and support for purchase and/or upgrade. Including READ180</td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td></td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #2 - Mathematics**

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:

<table>
<thead>
<tr>
<th>SUBJECT: School Goal #2 - Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA/LCAP GOAL:</td>
</tr>
<tr>
<td>Goal 1: All students will graduate from high school college &amp; career ready.</td>
</tr>
<tr>
<td>Goal 2: All students will read at grade level or above. All English learners will acquire proficiency in no more than five years.</td>
</tr>
<tr>
<td>Goal 3: All students will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL GOAL #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be college or career ready as demonstrated by completion of one or more CTE classes and/or completion of a-g requirements.</td>
</tr>
<tr>
<td>• A-G completion has rate increased:</td>
</tr>
<tr>
<td>o 2013-2014 Completion Rate 26.2%</td>
</tr>
<tr>
<td>o 2014-2015 Completion Rate 33.5%</td>
</tr>
<tr>
<td>o 2015-2016 Completion Rate 48.9%</td>
</tr>
<tr>
<td>o 2016-2017 School Goal-Increase Completion Rate by 5%</td>
</tr>
<tr>
<td>• Graduation Rate has increased:</td>
</tr>
<tr>
<td>o 2013-2014 Graduation Rate 90.58%</td>
</tr>
<tr>
<td>o 2014-2015 Graduation Rate 97%</td>
</tr>
<tr>
<td>o 2015-2016 School Goal- Increase graduation rate by 1%</td>
</tr>
<tr>
<td>o 2016-2017 School Goal- Increase graduation rate by 1%</td>
</tr>
</tbody>
</table>

Students will be challenged in their classes experiencing a rigorous curriculum and meaningful 21st century tasks.

Increase parent participation by 5% as measured by attendance at college planning workshops, use of the Parent/Career Center Resources, use of Aeries for student success monitoring and overall attendance at school events (Back to school night and parent conferences)

Increase CAASPP percent of students meeting and exceeding standard in Mathematics achievement scores of all student subgroups by 10%.
### Data Used to Form this Goal:

- CAASPP 2014-2015 Results
- CELDT Annual Assessment Results
- Graduation Rates
- A-G Completion Rates

### Findings from the Analysis of this Data:

The major area of growth for mathematics is Concepts and Procedures. 43% of students scored below standard, which is the highest below standard percentage of all four claim performances.

With 11% of students scoring Above Standard, Communicating Reasoning is the claim performance with the lowest above standard percent.

The Communicating Reasoning claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 administration, since 58% of students scored at or near standard.

Based on CELDT data, 37% of English learners could qualify to be reclassified as RFEP.

The majority of English learners are above the beginning language proficiency, only 7% of students scored at the beginning level.

There are 42% percent of English learners at the intermediate levels, thus potentially many students can move to Advanced or early advanced level during the next CELDT administration.
How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of this goal by monitoring the following performance indicators:

- Increased enrollment in CTE and a-g courses.
- Workshop parent and student attendance
- Graduation Rate
- A-G completion rate
- 1-1 counseling meetings
- School events sign in forms
- Parent/Career center sign in forms

Increased enrollment and successful completion of AVID.
- CAASPP results
- CELDT Annual Assessment Results
- All English Language Learners will improve at least one CELDT level.
- improve the Parent/Career center
- Master Schedule enhancements to include updated offerings in both math and English to address the CCSS, dual enrollment offerings, AP Offerings and the establishment of various pathways in CTE and other subjects.
- Continue offering Professional Development supporting the curriculum, school programs, and student achievement and interventions.
- Continue data teams and non-fiction writing across the curriculum
- MAP testing for all freshman and English learner students

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software licenses, fees, subscriptions, maintenance, and support for purchase and/or upgrade.</td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td>Software Licences</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
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</tr>
<tr>
<td>Full time MFT for 10-12th graders MFT to lead groups such as grief, substance abuse and anger. Meet the student emotional needs. Assess student danger to themselves or others. Students: Meet with identified students daily. Monday – Friday during school hours; Meet with 10-12 students per day; Individual student sessions are 0.5 hr per student per week or as needed. Families: Five identified families per month will be visited at hours convenient for parents. Focus on family visits are to include awareness, strategies to assist student, and other identified supports. The hours scheduled for family visits may come from a modified/flex work schedule on these days.</td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td>To provide counseling to students who have shown at risk behaviors that prevent them from fully accessing the instructional program/content knowledge and/or learning English. These behaviors may include: low self-esteem/self worth; oppositional/defiant; social awkwardness; poor school/class attendance; discipline referrals; lack of academic progress (not related to special education); etc. The services provided focus on both individual student support and family support, which includes topics related to: Boundaries and expectations, positive identity, and social competencies. Family counseling is based on individual student/family needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2999: Classified Personnel Salaries</td>
<td>Title I</td>
<td>31250</td>
<td></td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Based on data unavailable at the time of this plan’s submission deadline including but not limited to midyear release of funds, categorical program needs, changes in program needs and/or student needs may require adjustments to planned programs and expenditures. One Priority for these funds is class sets of Chromebooks for Social Studies, mathematics, Special Education Classes and Science up to $100,000. A second priority for these funds is other unfunded programs such as; teacher release for data teams and peer observations, after school tutoring, teacher 6th period assignments, travel and conferences for professional development, AP training for teachers, and web-hosted software/programs.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td>Chromebooks for classes 4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>CAASP, CAA, CST Science coordination and substitutes to help proctoring exams.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td>Substitutes 1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>CAASP, CAA, CST Science coordination and substitutes to help proctoring exams.</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td>Testing Coordination and materials 5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>Departments and office supplies budget</td>
<td>July 2016 to June 2017</td>
<td>Teachers and School Administration</td>
<td>Department and office Budget 4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #3 - English Learners**

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:

<table>
<thead>
<tr>
<th>SUBJECT: School Goal #3 - English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEA/LCAP GOAL:</strong></td>
</tr>
<tr>
<td>Goal 1: All students will graduate from high school college &amp; career ready.</td>
</tr>
<tr>
<td>Goal 2: All students will read at grade level or above. All English learners will acquire proficiency in no more than five years.</td>
</tr>
<tr>
<td>Goal 3: All students will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</td>
</tr>
</tbody>
</table>

**SCHOOL GOAL #3:**

All English learners will acquire proficiency for reclassification prior to graduation. In 2015-2016 we reclassified 45 out of 154 EL students for 39% in 2013-2014 and 2014-2015 we reclassified 11 each year.

Students will be college or career ready as demonstrated by completion of one or more CTE classes and/or completion of a-g requirements.

- **A-G completion has rate increased:**
  - 2013-2014 Completion Rate 26.2%
  - 2014-2015 Completion Rate 33.5%
  - 2015-2016 Completion Rate 48.9%
  - 2016-2017 School Goal-Increase Completion Rate by 5%

- **Graduation Rate has increased:**
  - 2013-2014 Graduation Rate 90.58%
  - 2014-2015 Graduation Rate 97%
  - 2015-2016 School Goal- Increase graduation rate by 1%
  - 2016-2017 School Goal- Increase graduation rate by 1%

Students will be challenged in their classes experiencing a rigorous curriculum and meaningful 21st century tasks.

Increase parent participation by 5% as measured by attendance at college planning workshops, use of the Parent/Career Center Resources, use of Aeries for student success monitoring and overall attendance at school events (Back to school night and parent conferences)

Increase CAASPP percent of students meeting and exceeding standard in Mathematics and English Language Arts achievement scores of English learners by 10%.
Data Used to Form this Goal:
- CAASPP 2014-2015 Results
- CELDT Annual Assessment Results
- Graduation Rates
- A-G Completion Rates

Findings from the Analysis of this Data:

- The major area of growth for English Learners in English Language Arts/Literacy is reading. 88% of students scored below standard in demonstrating understanding of literary and non-fictional text, which is the highest below standard percentage of all four claim performances.

- The area of strength for English Learners in English Language Arts/Literacy is listening. 38% of students scored at or near standard level on demonstrating effective communication skills claim performance.

- Problem Solving and Communicating Reasoning claim performances have the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 31% of students scored at or near standard in both claims.

- Zero percent of English Learner student scored at Above Standard, thus they represent the student subgroup with the greatest need.

- With 81% of students scoring below standard, writing is another area of growth for English Learners.

- The major area of growth for English Learners in mathematics is Concepts and Procedures. 94% of students scored below standard in applying mathematical concepts and procedures, which is the highest below standard percentage of all three claim performances.

- Based on CELDT data, 37% of English learners could qualify to be reclassified as RFEP.

- The majority of English learners are above the beginning language proficiency, only 7% of students scored at the beginning level.

- There are 42% percent of English learners at the intermediate levels, thus potentially many students can move to Advanced or early advanced level during the next CELDT administration.
How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of this goal by monitoring the following performance indicators:

- Increased enrollment in CTE and a-g courses.
- Workshop parent and student attendance
- School events sign in forms
- Parent/Career center sign in forms
- Graduation Rate
- A-G completion rate
- 1-1 counseling meetings
- Increased AP enrollment and access.
- Dual college credit enrollment opportunities.
- Increased enrollment and successful completion of AVID.
- CAASPP results
- CELDT Annual Assessment Results/Data
- Per WASB biannual
- CELDT goal charts w/ECD students
- All English Language Learners will improve at least one CELDT level.
- improve the Parent/Career center
- Master Schedule enhancements to include updated offerings in both math and English to address the CCSS, dual enrollment offerings, AP Offerings and the establishment of various pathways in CTE and other subjects.
- Continue offering Professional Development supporting the curriculum, school programs, and student achievement and interventions.
- Continue data teams and non-fiction writing across the curriculum
- MAP testing for all freshman and English learner students

### Actions to be Taken to Reach This Goal

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<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Software Licenses</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Title I</td>
<td>9000</td>
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<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Software licenses, fees, subscriptions, maintenance, and support for purchase and/or upgrade. APEX licenses (120 @ $125 each)</td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td>Software Licenses</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
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</tr>
<tr>
<td>Full time MFT for 10-12th graders</td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td>To provide counseling to students who have shown at risk behaviors that prevent them from fully accessing the instructional program/content knowledge and/or learning English. These behaviors may include: low self-esteem/self worth; oppositional/defiant; social awkwardness; poor school/class attendance; discipline referrals; lack of academic progress (not related to special education); etc. The services provided focus on both individual student support and family support, which includes topics related to: Boundaries and expectations, positive identity, and social competencies. Family counseling is based on individual student/family needs.</td>
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<td>MFT to lead groups such as grief, substance abuse and anger. Meet the student emotional needs. Assess student danger to themselves or others.</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td>Students: Meet with identified students daily. Monday – Friday during school hours; Meet with 10-12 students per day; Individual student sessions are 0.5 hr per student per week or as needed.</td>
<td></td>
<td></td>
<td>Title I</td>
</tr>
<tr>
<td>Families: Five identified families per month will be visited at hours convenient for parents. Focus on family visits are to include awareness, strategies to assist student, and other identified supports. The hours scheduled for family visits may come from a modified/flex work schedule on these days.</td>
<td></td>
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<td>31250</td>
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</tbody>
</table>
Under general supervision, to act as liaison between the school, parents, and students; to assist parents and students in understanding school programs and college and career options. Objectives and procedures; to perform routine clerical duties; and to do other related work as may be required.

This position will report to the Principal and require knowledge of the district schools, especially those relating to grades 9-12. This position will have contact with and support students, teachers, and parents, answer procedural questions, encourage student attendance, and guide students into college and career pathways.

EXAMPLES OF DUTIES

- Makes contact with students who have multiple absences through phone conferences and home visits. Runs a weekly attendance report to ensure students with poor attendance are contacted regularly. Phone conversations and home visits are documented in detail.

- Helps students identify job openings and fill out job application(s). Keeps the Employment Board updated weekly with new employment leads for students. Posts interview tips, and resume samples.

- Provides Resume Workshop and helps students write their first résumé. Provides interview training. Assists students with completing work permit requests.

- Helps students complete FAFSA and college applications. Ensures students complete the GPA Cal Grant verification form that accompanies the FAFSA application.

- Seek from the community donations to purchase incentives for students. This includes but is not limited to graduation balloons, gift cards, ordering and picking up perishable goods for student incentives, obtaining school supplies, etc....

- Build relationships with community by organizing volunteer activities for students to participate in. Help students complete mandated community service hours. Coordinating outside career presentations such as Mt. San Jacinto College, and Marinello School of Beauty. Participate and assist teachers with Universal Technical Institute field trip and Business Education Summit. Assist in organizing school events.

- Provides assistance to teachers when needed. Provide evening support by answering phones, testing, and helping students in course work.

- Help organize and assist with new student orientations.

- Follow up with graduates to ensure they apply for scholarships available to them and assist students with completing their scholarship applications.
Planned Improvements in Student Performance

School Goal #4 - Foster Youth

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: School Goal # 4 - Foster Youth**

**LEA/LCAP GOAL:**

Goal 1: All students will graduate from high school college & career ready.
Goal 2: All students will read at grade level or above. All English learners will acquire proficiency in no more than five years.
Goal 3: All students will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.

**SCHOOL GOAL #4:**

All LCAP identified foster youth will be connected to an adult and resources on campus to meet their academic, social, emotional, and mental health needs.

Students will be college or career ready as demonstrated by completion of one or more CTE classes and/or completion of a-g requirements.

- A-G completion has rate increased:
  - 2013-2014 Completion Rate 26.2%
  - 2014-2015 Completion Rate 33.5%
  - 2015-2016 Completion Rate 48.9%
  - 2016-2017 School Goal-Increase Completion Rate by 5%

- Graduation Rate has increased:
  - 2013-2014 Graduation Rate 90.58%
  - 2014-2015 Graduation Rate 97%
  - 2015-2016 School Goal- Increase graduation rate by 1%
  - 2016-2017 School Goal- Increase graduation rate by 1%

Students will be challenged in their classes experiencing a rigorous curriculum and meaningful 21st century tasks.

Increase parent participation by 5% as measured by attendance at college planning workshops, use of the Parent/Career Center Resources, use of Aeries for student success monitoring and overall attendance at school events (Back to school night and parent conferences).

Increase CAASPP percent of students meeting and exceeding standard in Mathematics and English Language Arts achievement scores of foster youth by 10%.
Data Used to Form this Goal:

District provided foster youth list, one-on-one meetings with foster youth, and academic record review.
CAASPP 2014-2015 Results
Graduation Rates
A-G Completion Rates

Findings from the Analysis of this Data:

The major area of growth for English Language Arts/Literacy is writing. 27% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.

The areas of strength for English Language Arts/Literacy are Reading and Research/Inquiry. 29% of students scored at above grade level on both claim performances.

The listening claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 SBAC administration, since 67% of students scored at or near standard.

The major area of growth for mathematics is Concepts and Procedures. 43% of students scored below standard, which is the highest below standard percentage of all four claim performances.

With 11% of students scoring Above Standard, Communicating Reasoning is the claim performance with the lowest above standard percent.

The Communicating Reasoning claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 administration, since 58% of students scored at or near standard.
### How the School will Evaluate the Progress of this Goal:

The school will evaluate the progress of this goal by monitoring the following performance indicators:

- Increased enrollment in CTE and a-g courses.
- Workshop parent and student attendance
- School events sign in forms
- Parent/Career center sign in forms
- Graduation Rate
- A-G completion rate
- 1-1 counseling meetings
- Increased AP enrollment and access.
- MFT and counselor meeting
- Parent Liaison to pull academic records monthly to check progress on grades and attendance and meet with student if necessary.
- Dual college credit enrollment opportunities.
- Increased enrollment and successful completion of AVID.
- CAASPP results
- CELDT Annual Assessment Results
- All English Language Learners will improve at least one CELDT level.
- improve the Parent/Career center
- Master Schedule enhancements to include updated offerings in both math and English to address the CCSS, dual enrollment offerings, AP Offerings and the establishment of various pathways in CTE and other subjects.
- Continue offering Professional Development supporting the curriculum, school programs, and student achievement and interventions.
- Continue data teams and non-fiction writing across the curriculum
- MAP testing for all freshman and English learner students
<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full time MFT for 10-12th graders</strong></td>
<td>July 2016 to June 2017</td>
<td>Administration</td>
<td>To provide counseling to students who have shown at risk behaviors that prevent them from fully accessing the instructional program/content knowledge and/or learning English. These behaviors may include: low self-esteem/self worth; oppositional/defiant; social awkwardness; poor school/class attendance; discipline referrals; lack of academic progress (not related to special education); etc. The services provided focus on both individual student support and family support, which includes topics related to: Boundaries and expectations, positive identity, and social competencies. Family counseling is based on individual student/family needs.</td>
</tr>
<tr>
<td><strong>Students</strong>: Meet with identified students daily. Monday – Friday during school hours; Meet with 10-12 students per day; Individual student sessions are 0.5 hr per student per week or as needed. <strong>Families</strong>: Five identified families per month will be visited at hours convenient for parents. Focus on family visits are to include awareness, strategies to assist student, and other identified supports. The hours scheduled for family visits may come from a modified/flex work schedule on these days.</td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries</td>
</tr>
<tr>
<td><strong>Foster youth without technology access will be provided with a Chromebook checked out to them for the duration of the school year to allow on-going access.</strong></td>
<td>July 2016 to June 2017</td>
<td>School Administration and Parent Liaison</td>
<td>Chromebooks for foster youth checkout</td>
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<td></td>
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<td></td>
<td>4000-4999: Books And Supplies</td>
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<td>Title I</td>
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### Actions to Be Taken to Reach This Goal

<table>
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<tr>
<th>Description</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Tutoring - teachers will provide academic tutoring (English, Science and Math) after school for students who are not demonstrating success in core academic areas to support the student's mastery of knowledge.</td>
<td>Tutoring</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>7743</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

**School Goal #5 - Low Income**

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:

<table>
<thead>
<tr>
<th>SUBJECT: School Goal #5 - Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEA/LCAP GOAL:</strong></td>
</tr>
<tr>
<td>Goal 1: All students will graduate from high school college &amp; career ready.</td>
</tr>
<tr>
<td>Goal 2: All students will read at grade level or above. All English learners will acquire proficiency in no more than five years.</td>
</tr>
<tr>
<td>Goal 3: All students will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.</td>
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</table>

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<tr>
<th>SCHOOL GOAL #5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our low income students will be connected to school activities (i.e. clubs, athletics, and Think Together after school program) to promote positive attendance and academics.</td>
</tr>
</tbody>
</table>

Students will be college or career ready as demonstrated by completion of one or more CTE classes and/or completion of a-g requirements.

- A-G completion has rate increased:
  - 2013-2014 Completion Rate 26.2%
  - 2014-2015 Completion Rate 33.5%
  - 2015-2016 Completion Rate 48.9%
  - 2016-2017 School Goal-Increase Completion Rate by 5%

- Graduation Rate has increased:
  - 2013-2014 Graduation Rate 90.58%
  - 2014-2015 Graduation Rate 97%
  - 2015-2016 School Goal- Increase graduation rate by 1%
  - 2016-2017 School Goal- Increase graduation rate by 1%

Students will be challenged in their classes experiencing a rigorous curriculum and meaningful 21st century tasks.

Increase parent participation by 5% as measured by attendance at college planning workshops, use of the Parent/Career Center Resources, use of Aeries for student success monitoring and overall attendance at school events (Back to school night and parent conferences).

Increase CAASPP percent of students meeting and exceeding standard in Mathematics and English Language Arts achievement scores of low socio-economic students by 10%.
### Data Used to Form this Goal:
- CAASPP 2014-2015 Results
- CELDT Annual Assessment Results
- Graduation Rates
- A-G Completion Rates

### Findings from the Analysis of this Data:

The major area of growth for Socio-economically disadvantaged students in English Language Arts/Literacy is writing. 30% of students scored below standard in producing clear and purposeful writing, which is the highest below standard percentage of all four claim performances.

The area of strength of Socio-economically disadvantaged students in English Language Arts/Literacy is Research/Inquiry. 23% of students scored above standard on investigating, analyzing, and presenting information claim performance.

The listening claim performance could have the potential to grow the most in the percent of students that score at above standard during the 15-16 SBAC administration, since 67% of Socio-economically disadvantaged students scored at or near standard.

The major area of growth for Socio-economically disadvantaged students in mathematics is Concepts and Procedures. 50% of students scored below standard in applying mathematical concepts and procedures, which is the highest below standard percentage of all three claim performances.

Communicating reasoning and problem solving have the potential to increase the greatest in students scoring above standard during the 15-16 SBAC administration, since 55 and 58% of students scored at or near standard in the claim performance.

The majority of Socio-economically disadvantaged students scored at, near or below standard on all three claim performances.
**How the School will Evaluate the Progress of this Goal:**

The school will evaluate the progress of this goal by monitoring the following performance indicators:

- Increased enrollment in CTE and a-g courses.
- Attendance data
- Think Together attendance
- Increased AP enrollment and access.
- Workshop parent and student attendance
- School events sign in forms
- Parent/Career center sign in forms
- Graduation Rate
- A-G completion rate
- 1-1 counseling meetings
- Per WASB biannual
- CELDT goal charts w/ECD students
- Dual college credit enrollment opportunities.
- Increased enrollment and successful completion of AVID.
- CAASPP results
- CELDT Annual Assessment Results
- All English Language Learners will improve at least one CELDT level.
- improve the Parent/Career center
- Master Schedule enhancements to include updated offerings in both math and English to address the CCSS, dual enrollment offerings, AP Offerings and the establishment of various pathways in CTE and other subjects.
- Continue offering Professional Development supporting the curriculum, school programs, and student achievement and interventions.
- Continue data teams and non-fiction writing across the curriculum
- MAP testing for all freshman and English learner students

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<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent project, which will provide classroom instruction for parents needing help with their 11-19 year olds. The classes cover issues involving truancy, violence, gangs, drugs, arguing, family conflict, poor grades, and runaways.</td>
<td>July 2016 to June 2017</td>
<td>School Administration, Parent Liaison, and Counselors</td>
<td>Parent Project 5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
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<tr>
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<tr>
<td><strong>Full time MFT for 10-12th graders</strong></td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td>To provide counseling to students who have shown at risk behaviors that prevent them from fully accessing the instructional program/content knowledge and/or learning English. These behaviors may include: low self-esteem/self worth; oppositional/defiant; social awkwardness; poor school/class attendance; discipline referrals; lack of academic progress (not related to special education); etc. The services provided focus on both individual student support and family support, which includes topics related to: Boundaries and expectations, positive identity, and social competencies. Family counseling is based on individual student/family needs.</td>
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<tr>
<td><strong>Low income students without technology access</strong></td>
<td>July 2016 to June 2017</td>
<td>School Administration, Parent Liaison</td>
<td>Low income students without technology access will be provided with a Chromebook checked out to them for the duration of the school year to allow on-going access.</td>
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<tr>
<td>Actions to be Taken to Reach This Goal</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
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<tr>
<td>Counselors will attend the American School Counselor Association National Conference</td>
<td>July 2016 to June 2017</td>
<td>School Administration</td>
<td>Counselors Professional Development</td>
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</tbody>
</table>
A dual enrollment math teacher will be hired in order to provide all students with more opportunities and to prepare them for college or career. The Mt. San Jacinto/Hemet High School Dual Enrollment Program was established in the Fall of the 2013-14 school year to provide an opportunity for qualified high school students to take MSJC college classes on the Hemet High School campus and earn both college and high school credit. Dual enrollment classes are fast-paced rigorous courses. (A one semester dual enrollment course is equivalent to a year-long high school class.) Dual enrollment provides an additional option to Advanced Placement (AP) classes. Grades in dual enrollment classes are weighted and receive honors points (up to eight semesters) for UC/CSU admission. Students incur no tuition costs but must pay a $6 RTA Bus Fee each semester they are enrolled in classes. Students are limited to two classes per semester.

In order to qualify for dual enrollment, students must be in grades 11-12 and have an overall 3.0 GPA. In addition, students must complete the MSJC matriculation process, which includes completing an online application and orientation, and completing an Accuplacer assessment in both language arts and mathematics.
### Summary of Expenditures in this Plan

#### Total Allocations and Expenditures by Funding Source

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<th>Funding Source</th>
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<tr>
<td>LCFF - SC</td>
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<th>Funding Source</th>
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<td>LCFF - SC</td>
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<tr>
<td>Title I</td>
<td>251,952.00</td>
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Summary of Expenditures in this Plan

**Total Expenditures by Object Type**

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<tr>
<td>2000-2999: Classified Personnel Salaries</td>
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<tr>
<td>4000-4999: Books And Supplies</td>
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<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
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</table>
### Summary of Expenditures in this Plan

#### Total Expenditures by Object Type and Funding Source

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Funding Source</th>
<th>Total Expenditures</th>
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</thead>
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<td>1000-1999: Certificated Personnel Salaries</td>
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<td>4000-4999: Books And Supplies</td>
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### Summary of Expenditures in this Plan

#### Total Expenditures by Goal

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<td>Goal 5</td>
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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:

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
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</thead>
<tbody>
<tr>
<td>Dr. Emily Shaw</td>
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<td></td>
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<td></td>
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<tr>
<td>Dewarne Long</td>
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<tr>
<td>Jason Hogan</td>
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<tr>
<td>Nancy Tibbitts</td>
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<td>Kimberly Blair</td>
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<tr>
<td>Cynthia DeYoung</td>
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<tr>
<td>Sherry Cupp</td>
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<tr>
<td>Christine Adams</td>
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<tr>
<td>Pat McGivney</td>
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<tr>
<td>Student 1 to be elected August 2016</td>
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<td>Student 2 to be elected August 2016</td>
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<td>Student 3 to be elected August 2016</td>
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</table>

**Numbers of members of each category:** 1 4 1 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
   - English Learner Advisory Committee
   - Special Education Advisory Committee
   - Gifted and Talented Education Program Advisory Committee
   - District/School Liaison Team for schools in Program Improvement
   - Compensatory Education Advisory Committee
   - Departmental Advisory Committee (secondary)
   - Other committees established by the school or district (list):

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:

Dr. Emily Shaw
Typed Name of School Principal          Signature of School Principal          Date

Dmitry Shultz
Typed Name of SSC Chairperson          Signature of SSC Chairperson          Date
Parent and Family Involvement Policy (Parent and Family Compact)

Parents and families are their child’s first and most important teachers. Therefore, strong support from the home, family, and the school is critical, especially for students who are performing below grade level.

The Hemet High School Parent and family Involvement Policy was developed with this in mind. It involves school personnel, parents, and families in a unified effort to help each student achieve success at our school. Parents will receive the School- Parent and Family Compact as part of the fall registration packet.

To support parent and family involvement at Hemet High School, school staff will:

1. Involve parents and families as active participants in their child’s education and help them learn to monitor their child’s progress and work with us to improve their child’s performance by means of:
   - Parent ABI
   - Back to School Night
   - Parent Conferences
   - Triad Progress Reports
2. Provide materials and training to parents and families to encourage strong parent involvement.
3. Provide training opportunities for parents and families, and parent information nights pertaining to hot topics and hot to use PABI.
4. Develop roles for community-based organizations and businesses, such as:
   - Adopt a school programs
   - Scholarship donation
   - Community volunteers serving as tutors/mentors
5. To the extent possible, communicate with parents in the language they understand.
6. Conduct one annual meeting and a flexible number of other meetings, which are scheduled at times that are convenient for parents. Consideration should be given to:
   - Offering incentives for participating
   - Attending conferences and visiting other districts to learn ways to increase parent involvement
7. Provide parents and families with:
   - Timely information about Title I and other special programs
   - School performance profiles and their child’s individuals assessment results
   - Explanation of the school’s curriculum and assessments
   - Timely responses to parents’ suggestions
8. Involve parents and families in planning, reviewing and improving programs
9. At the time of registration, provide parents with a written school-parent and families compact that outlines:
   - The school’s responsibility to provide high-quality curriculum and instruction
   - The parents’ and families’ responsibility to support learning, such as:
     i. Monitoring attendance
     ii. Monitoring homework completion
     iii. Limiting television watching
     iv. Volunteering in the classroom
     v. Encouraging positive use of extracurricular time
     vi. The importance of communication, which includes frequent progress reports to parents
10. Consider creative alternatives to ensure that parents have sufficient opportunities to confer with teachers regarding their child’s progress, including:
    - In home conferences (on highly selective basis)
- Email communication
- Telephone conferences

11. Conduct an annual evaluation of the Parent and Families Involvement Program to determine its effectiveness and to identify barriers to greater participation by parents, giving particular attention to parents who are:
   - Economically disadvantaged
   - Disabled
   - Limited English proficient
   - Limited in literacy
   - Of an ethnic or racial minority

The Parent and families Involvement Policy will be included in the School Plan to its implementation will be integrated with all improvement efforts at the school. The Policy and resulting School Plan strategies will be revised as needed, based upon results of the annual site evaluations of the Parent and Families Involvement Policy.
## Days 121-150 One Pager

**Major Objectives:** Vocabulary, Public Speaking  
**Theme Connections:** Muse, Meticulous, Urbane, Sagacity, Edify  
**Preparation:** Guest Speaker Day 135, Computer Lab Day 123, 128, & 145

### Week

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<thead>
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**Key:**  
- **AVID Elective**  
- **Standard(s)**  
- **CSS**  
- **Covered**  
- **Evidence**
Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-ORG.B2** Utilize notes after the tests to reexamine incorrect items on the tests and determine where potential gaps in the notes might exist
- **EQ:** “How can I use color to improve my ability to take notes?”

**Lesson**

1. **Vocabulary**
   - **Flagrant** – adj [fla’grant] conspicuously wicked; blatant; outrageous. (*Her flagrant disregard for other people’s rights ultimately led to serious problems with the law.*)
   - **Aberration** – n [àbbə ráysh’n] something that differs from the norm. (*His flashy style of dress was believed among his peers to be an aberration.*)
   - **Quandary** – n [kwän-d(a)-rē] dilemma. (*Although I was accepted to multiple colleges, I am now in a quandary about which one to attend.*)
   - **Taciturn** – adj [ta-sə-,tərən] habitually silent; talking little. (*His natural taciturn nature often led others to believe that he was snobby.*)

2. **Tutorial Analysis Grade Reflection**
   - Distribute the Tutorial Analysis Grade Reflection (Part A) handout to every student.
   - Have the students complete the reasons for why they are getting a low grade, and specifically, what areas they will work on moving forward.
   - Let students know that they will be tracking their tutorial questions, as well as where they are getting the tutorial questions.

3. **Focused Note-Taking – Using Notes to Study**
   - Have students take Cornell notes on the history of the world.
     - Preface this video with the fact that sometimes the teacher or professor won’t be very interesting, or you may not agree with what is said. (This is very heavy evolution.)
     - Let students know that there will be a test on day 123, and they will need to use their notes to study.

4. **Creating a Summer Plan**
   - Have tutors work with their groups to develop a summer activity plan. What major tasks need to be completed? How can those large tasks be broken into ones that are more manageable?
   - Students should work at home to continue developing a study plan and bring the plan back for a discussion on day 151.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
• Attending College Enrichment Programs (Only if students can go on a full scholarship)
• Summer Job such as life guard
• Summer Reading for AP courses or Honors
• Choose a couple books from the top 100 books every student should read
  (Possibly turn it into a class competition, meet as a book club, or MENSA book list which will provide you with a MENSA reading certificate)
• Volunteer (consider volunteering around areas of passion and high interest)
• Scholarship searches
• SAT/ACT Question of the day
• Community College Courses
• Take a MOOC
• Contests such as Poetry, Art, Science
• Interview, job shadow, or get an internship with someone in a field in which you are interested
• Work or go to a summer camp
• Tutor Kids
• Raise money for Someone or Something that needs it
• Pick a subject that you are interested in and learn as much as you can about it.
  Consider attending prerecorded courses through itunes university (from Harvard, Princeton, Stanford, etc.) on those subjects of interest
• Go to your school principal and ask what you can do on the campus to improve the school. Enlist 5 friends to help you make a college impact.
• Summer School for enrichment or credit advancement

5. Technology Extension*
   X Carefully select a video on www.ted.com or ed.ted.com/ and have students take notes.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

**Lesson**

*Note: This is a great time of the year for a “Temperature Check” meeting with your tutors. To access supporting resources for this training, [click here](#).*

1. **Quickwrite**
   - X Students answer the Essential Question on their handout. Collect these to be used as evidence for certification of refinement.

2. **Pair-Share**
   - X Students share their quickwrite with a partner.

3. **Teacher Discussion/Note-Taking of Key Points**
   - X Teacher discusses with students ways to support/refine the focus area to create more rigorous tutorials.
     - *For example,* share with students some strategies for verifying their learning in content classes, such as: volunteering to solve a problem, comparing work/answers with a peer, sharing their TRF and three-column notes with their content teacher and receiving extra credit, etc.
     - Encourage content teachers to have students use Cornell notes on test day, etc.
     - Have students compare their notes at the end of the content class or the next day in the AVID Elective class.

4. **My Goal and Action Plan for Today’s Tutorial**
   - X Have students create a goal to address this focus area in the tutorial today, as well as in future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

5. **Reflections**
   - X *Note: This should be completed after today’s tutorial for 10 minutes of reflection.*
   - X In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, “What I learned about my Point of Confusion...” In the
remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.

6. **Share-Out**
   - In groups, have tutors lead a discussion about the focus area observation, “How did you refine the focus area in today’s tutorial?”
   - Select one student per tutorial group to share his/her reflection in meeting the focus area.
10th Grade, Day 123
AVID Weeks at a Glance Lesson Plan

Standards and Essential Question:
• **10-CP.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
• **10-CP.D2** Focus on test-taking strategies to help determine correct answers on high-stakes tests
• **EQ:** “How can I ensure that I am properly prepared for the SAT®/ACT® next year?”

**Lesson**

1. **Cornell Notes Test**
   - X Have students take the History of the World Quiz.
   - X After the quiz, either have students self-grade or exchange quizzes.
   - X Have students review their answers and look over their notes.
   - X Have students talk with a partner from across the room about why they missed the information on the test.
   - Debrief with the whole class about how they can take and use their notes more effectively.

2. **SAT/ACT Math Preparation**
   - X Reserve the computer lab for both today and day 128.
   - X Spend time in class preparing for the SAT/ACT Math section.
   - X Follow one of the two suggested links to [collegeboard.com](http://collegeboard.com) or [act.org](http://act.org).

**Materials/Notes**

- **Class Set**
  - History of the World Quiz

- **Resources**
  - SAT Preparation
  - ACT Preparation

- **Documentation for Essentials**
  - 4.4, 6.3

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Standards and Essential Question:

- Focus Area: Verify Learning
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- EQ: “How do we use and verify our learning from tutorials in our content area classes?”

**Lesson**

1. **Tutorials**
   - Have students get out their Individual Action Plan from day 122.
   - As you monitor groups today, observe how students/tutors are verifying their learning.
   - Continue coaching and reminding students about the importance of coming to full understanding of a concept and their ability to articulate their learning.

2. **Individual Action Plan – Verify Learning**
   - Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

**Materials/Notes**

Reference
*AVID Tutorial Guide*
4.4a Step 9: Providing and Receiving Tutorial Feedback (Pg. 307)

Individual Action Plan
10th Grade, Day 125

AVID Weeks at a Glance Lesson Plan

Standards and Essential Question:

- **10-CP.B1** Participate in field trips, including: one or two college/university visits that are different from the previous year, including time spent with admissions counselors, and a field trip that has a career focus
- **10-CP.B2** Set minimum grade and behavior criteria, in order to attend the field trips
- **10-CP.B3** Use skills of listening and note-taking during field trip experiences
- **10-CP.B4** Track thoughts and potential attendance of the college/university through Cornell notes/learning logs
- **10-CP.C3** Develop an understanding of the college application process and required information
- **EQ:** “How can college/university visits be differentiated according to grade level?”

Lesson

1. **Binder and Planner Check**
   - While students are entering class, have them place their binders and agendas on their desks.
   - Check binders for level of organization (everything in rings, nothing in pockets) and check planners for completeness.

2. **Spring Semester Field Trip**
   - Select a local institution.
   - Complete the grade level activity requiring students to access college academic vocabulary.
   - Have students focus on understanding the application process for attendance at the selected college.
   - Complete the campus tour.
   - Make sure that student panels are presented.
   - Request students to sit in lecture classes in small groups and take notes.
   - Have students write a learning log or reflective essay on the college fieldtrip.

3. **E-College Trip***
   - If you will be unable to travel to a school for the Spring Semester Field Trip, you can spend the day examining colleges electronically.

4. **Technology Extension***
   - Encourage students to take pictures on the field trip, and then send them to you. Keep copies for future slideshows.

* Indicates an optional activity, which can be shortened or removed, based on time constraints

Materials/Notes

References

Field Trips

[www.collegeweeklive.com](http://www.collegeweeklive.com)


Class Set

College E-Trip

Documentation for Essentials

3.3, 5.2, 5.4
Standard and Essential Question:

- **10-WRI.D3** Write detailed reflections on experiences, presentations, and speeches, focusing on how the knowledge is applied to decisions
- **EQ:** “How will I choose the college that I attend?”

### Lesson

#### 1. Vocabulary

- **Usurp** – (v) [yoo-surp] seize another’s power or rank. (*The prince had machinations of usurping the king’s throne.*)
- **Rancor** – (n) [rang-ker] bitterness; hatred. (*The police stood guard on the street where rioters had gathered with feelings of anger and rancor.*)
- **Parsimony** – (n) [pahr-suh-moh-nee] stinginess; excessive frugality. (*The government may have been embarrassed into parsimony.*)
- **Garrulous** – (adj) [gar-uh-luh s] loquacious; wordy; talkative. (*During lectures, the professor could occasionally become overly garrulous.*)

#### 2. College Reflection

- Have students spend 10 minutes writing to the following reflective prompts:
  - How will you choose the college that you will attend?
  - What factors are most important to you when choosing a college?
  - What colleges have you seen so far that seem to be a good fit?
- Have students create groups of four people.
- Have students do a Stand-Share-Sit.
  - Have all students stand. One student in each group then reads their reflection to the other members of their group.
  - Once that student has finished reading, they sit in their chair, and another student reads.
  - Once all students have read and are seated, you can continue.

#### 3. College Questions

- Have students write any remaining questions about college that they still have on individual Post-its (one question per Post-it).
  - Examples might include the following: How much will college cost? How do college classes work? How do you pay for college? How do you select a major?
- Have students discuss the questions and answers among their small groups for as many of the Post-it notes as they can. Have students place fully answered questions in one pile and any questions that they don’t know the answers to in another pile.

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**Materials/Notes**

- **Project**
  - “Week 26 SAT/ACT Vocabulary” PowerPoint
- **Materials**
  - Post-It Notes
Once students are done talking, have a student from each group bring their unanswered Post-it notes up to the front.

Group the Post-it notes into common themes (e.g., paying for college, selecting majors, etc.).

Spend the remaining time answering and discussing questions in a whole-class discussion.
Standards and Essential Question:

- Focus Area: Verify Learning
- 10-INQ.B1 Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- EQ: “How do we use and verify our learning from tutorials in our content area classes?”

Lesson

1. Tutorials – Verify Learning
   - As you monitor groups today, continue to look for questions that check for understanding.
     - Focus on how to summarize at the end of a question.

2. Formal Observation – Checking for Understanding
   - Utilize the “Checking for Understanding” one-pager and Observation and Feedback form as a resource to conduct a formal observation for the teacher, students and tutors.

Materials/Notes

One Teacher Copy
AVID Tutorial Guide
3.18b Observation and Feedback: During the Tutorial (Pgs. 281-282)
Standards and Essential Question:

- **10-CP.D1** Prepare for, take, and analyze the results for the PSAT® and/or PLAN® tests
- **10-CP.D2** Focus on test-taking strategies to help determine correct answers on high-stakes tests
- **EQ:** “How can I ensure that I am properly prepared for the SAT®/ACT® next year?”

**Lesson**

1. **SAT/ACT English Preparation**
   - Reserve the computer lab for today.
   - Spend time in class preparing for the SAT/ACT English section.
   - Follow one of the two suggested links to collegeboard.com or act.org.

**Materials/Notes**

**Resources**

- SAT Preparation
- ACT Preparation

**Documentation for Essential**

4.4
Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

**Lesson**

1. **Tutorial Feedback**
   - Debrief any general findings from the observation on day 127 with the class to support their performance.
   - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
   - Address group problems during tutorial work.

2. **Tutorials – Verify Learning**
   - As you monitor groups today, continue to monitor how students are checking their solutions: in the book, taking it back to the teacher, or after-school tutorial sessions.
   - Remind your students about revisiting their Individual Action Plans.
   - Be sure to set up a debrief time with your tutors to discuss the observations from the week, focusing on what is going well and what can be improved.

**Materials/Notes**

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
Standard and Essential Question:

- **10-REA.B2** Read and discuss various examples of text, including articles from fiction and nonfiction
- EQ: “Should I listen to music while I study?”

**Lesson**

1. **Mystery Check**
   - X Conduct a binder check, planner check, Cornell note quantity check, or Cornell note quality check today.
   - X Consider choosing which check you do by one of the following methods:
     - Focus on the area where students have the greatest need.
     - Come up with a fun way to randomly select the topic, such as rolling a die or spinning a wheel.

2. **My AVID Friends**
   - **Variation 1:**
     - X Have each student write their first and last name on a blank sheet of paper.
     - X Have students pass their paper around the room in a systematic way.
     - X The other students should write positive comments about that person.
       - Make sure that they are writing very legibly.
     - X Questions that they can consider when writing their comment include the following:
       - What is something they helped you with that was very meaningful to you?
       - What is your favorite memory of them?
       - What is their best trait or characteristic? Be unique (don’t say “nice,” “always happy/smiling,” “friendly”) and make it meaningful.
   - **Variation 2:**
     - X Provide a list with every student’s name on it.
     - X Have them write comments about the other students.
     - X *Important: Collect all of these papers and store them. They will be given back during the students’ senior year.*

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Standard and Essential Question:

- **10-WRI.A2** Analyze a prompt for timed writing situations
- **EQ:** “How can I improve my ability to write under timed conditions?”

**Lesson**

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 9 of the RTN materials by logging into [www.roadtripnation.org](http://www.roadtripnation.org).*

For information about Roadtrip Nation visit [http://www.roadtripnation.org/programs/](http://www.roadtripnation.org/programs/)

1. **Vocabulary**
   - **X** Project the “Week 27 SAT®/ACT® Vocabulary” PowerPoint.
   - **X** Aud, aur = to hear. Examples: auditory – of or related to the act of hearing.
   - **X** Caco-, dys- = bad, abnormal. Examples: cacophony – harsh discordance of sound; dysfunctional – not performing normally.
   - **X** Bellu, Belli = war, fight.
   - **X** -cide = to kill. Examples: suicide – to kill yourself; patricide – to kill one’s own father; homicide – to kill another human being. *(The increasing homicide rate in our area made us consider moving.)*

2. **Timed Writing**
   - **X** If they haven’t seen it before, consider showing the On Demand Module *Timed Writing* to help students prepare for this activity.
   - **X** Remind students about last year’s lesson on writing strong introductions. Encourage them to start with a quote (but not the one from the prompt!) or a story. Also, encourage them to use some of the academic vocabulary (possibly provide bonus points for correct usage).
   - **X** Tell students that this will be a mock timed writing, and they can begin planning.
   - **X** The planning stage should be five to eight minutes. Help guide them through the planning stage and stop them when they should stop planning and start writing the actual essay. Tell students that it is important not to skip this phase, as written proof of planning will be part of their grade.
     - Provide highlighters to mark tasks on the prompt.
     - Time the students and stop after five minutes.
   - **X** Have the class discuss their understanding of the writing task.
   - **X** Tell students that they now have about 25-30 minutes to answer the writing task.
     - They should attempt to write at least three paragraphs.
   - **X** Have the students begin wrapping up when the time is up. They should then go back to reread and edit their essay, even if the essay is not finished.

* Indicates an optional activity, which can be shortened or removed, based on time constraints.
Standards and Essential Question:

- Focus Area: 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

Lesson

1. **Individual Action Plan Reflection**
   - X Have students get out their Individual Action Plan from two weeks ago.
   - X Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

2. **Tutorials**
   - X As you monitor groups today, look for examples of how students are making (or plan to make) sure that they have come up with the correct answers.

Materials/Notes

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
10th Grade, Day 133

AVID Weeks at a Glance Lesson Plan

Standards and Essential Question:

- **10-WRI.A1** Practice strategies for pre-writing in response to various prompts for both timed writing and process writing
- **10-WRI.A4** Utilize rubrics to self-evaluate and peer-evaluate work, especially those similar to AP® exam rubrics
- **EQ:** “How can I continually improve my performance on timed essays?”

**Lesson**

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 10 of the RTN materials by logging into www.roadtripnation.org. For information about Roadtrip Nation visit http://www.roadtripnation.org/programs/

1. **Timed Writing Revisited**

   - **X** Distribute the SAT Essay Scoring Guide to your students.
   - **X** Go over the rubric. A few methods that you could use include the following:
     - Option 1: Have students read a “1,” then read a “2,” and discuss what changes are occurring.
     - Option 2: Designate a student to read the explanation for a score of “6,” another for score of “5,” etc. Have them read one bullet at a time.
   - **X** Allow discussion about how the rubric will be applied to their essays.
   - **X** Randomly distribute students’ timed writing essays from day 131. Make sure that no students receive their own test.
   - **X** Have students use the rubric to grade one another’s timed write. Have them record the score on the last page.
   - **X** Randomly redistribute the essays to a second student for grading. Make sure that the student grades the essay independently and doesn’t use the first student’s grade as a guide.
   - **X** Optional: Have students do a third round of grading.
   - **X** Once all of the essays have received multiple grades, have students suggest some exemplar essays that can be read to the entire class.
     - Have the students use their fingers to rank the essay from a “1” to a “6.”
     - Have select students explain why they scored it the way that they did.

**Important:** Please scan and email some student examples of this timed writing (2 examples of a 6 paper, 2 examples of a 5, etc.) to Tim Bugno at tbugno@avidcenter.org. Please ensure that students have signed a release to reproduce the essay because it might be used in the final version of Weeks at a Glance.

* Indicates an optional activity, which can be shortened or removed, based on time constraints.
Standards and Essential Question:

- **Focus Area: Verify Learning**
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions with a focus on higher-level questioning
- **EQ:** “How do we use and verify our learning from tutorials in our content area classes?”

### Lesson

1. **Tutorials**
   - As you monitor groups today, look for examples of checking for understanding.
   - Continue coaching and reminding students about how they must make sure that they are coming up with the correct solutions.

2. **Individual Action Plan – Three-Week Reflection**
   - Have students get out their Individual Action Plan from three weeks ago.
   - Have students fill out the reflection portion of the action plan, instead of their usual reflection. They should be focusing on how they (and their group) accomplished or did not accomplish their goals.

### Materials/Notes
10th Grade, Day 135
AVID Weeks at a Glance Lesson Plan

Standard and Essential Question:
- **10-CP.A2** Practice listening and note-taking skills with guest speakers from both the school and community and integrate information into student projects and presentations
- **EQ:** “What additional preparation should I be doing to ready myself for college?”

**Lesson**

*If you are utilizing the Roadtrip Experience materials with your students, replace this lesson with Lesson 11 of the RTN materials by logging into [www.roadtripnation.org](http://www.roadtripnation.org)*

For information about Roadtrip Nation visit [http://www.roadtripnation.org/programs/](http://www.roadtripnation.org/programs/)

1. **Cornell Note Quality Check**
   - Create a list of numbers assigned to typical 10th grade courses:
     - 1 – Math, 2 – English, 3 – World History
   - Roll the die and collect the best page of notes from the corresponding subject.
     - For example, collect one page of notes from English if a “2” is rolled.
   - Consider potentially requiring students to turn in a reflective log on how they looked at the notes after a test. (Also, think about potentially having the notes come from a previous week.) This is connected to the focus lesson from Day 121.
   - Grade these notes for overall quality, making sure that they are ready to return by day 136.

2. **Guest Speaker Protocol**
   - Remind students about the guest speaker and SLANT (Sit up, Lean forward, Ask questions, Nod your head, Take notes).
   - Make sure that a student is selected to guide the speaker to the classroom.

3. **Guest Speaker**
   - **Note:** Have water and an extra copy of the Guest Speaker Guide available for the speaker.
   - Before the guest speaker arrives, make sure they know that students are examining how to select a college.
   - Introduce the guest speaker, giving some general information about him/her.
   - Turn the class over to the speaker.
   - Allow the speaker to discuss the campus, but encourage questions about the college selection process (finding the right fit).
   - If you do not have tutors to grade the binders, bring randomly chosen binders to your desk for grading, but be sure to monitor student behavior.
   - When the speaker has finished talking, have the class give them an AVID clap (fireworks, whoosh, etc.).

**Materials/Notes**

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<td>Guest Speaker Guide</td>
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Standards and Essential Question:

- **10-CD.B1** Reassess academic six-year plan to evaluate progress toward meeting all college entrance requirements upon high school graduation and adapt plans if any courses need to be retaken due to low academic grades.
- **10-CD.B2** Examine academic strengths that will aid in course selection patterns, especially around honors and AP® courses.
- **10-CP.A3** Write letters of appreciation to guest speakers, making sure to reflect on and express learning from the presentation.
- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage.

**EQ:** “What is my course selection plan for the next two years to ensure college acceptance?”

Lesson

1. **Vocabulary**
   - Project the “Week 28 SAT/ACT Vocabulary” PowerPoint.
   - **Furtive** – (adj) [fur-tiv] stealthy or sneaky. *(The nature of her occupation kept her to furtive corners and the dark side of the streets.)*
   - **Emulate** – (v) [em-yuh-leyt] imitate; rival. *(The smaller fish watch what the big fish do and try to emulate it next year.)*
   - **Idiosyncrasy** – (n) [id-ee-uhs-kruh-seh] individual trait, usually odd in nature, eccentricity. *(Most people considered him an average Joe, because he seemed to be totally lacking in any idiosyncrasy.)*
   - **Obliterate** – (v) [uh-blit-uh-reyt] destroy completely. *(During the rally, the co-captains of the team promised to obliterate their opponent.)*

2. **Thank-You Cards**
   - Have students generate thank-you cards for the guest speaker from this day 135.

3. **Revised Four- or Six-Year Plan**
   - Have students take out their four- or six-year plan from Day 13.
   - Use a fresh four- or six-year plan template and student transcripts.
   - Have students fill in their grades from 9th grade and the 1st semester of 10th grade.
   - Help students plan out their courses for 11th and 12th grade.
     - Talk with them about graduation requirements (four years of English, Government/Economics, etc.).
     - Then, look at opportunities for AP, IB®, Cambridge, or dual enrollment courses.
       - Make sure students are taking advanced courses that match their strengths.

Materials/Notes

- **Project**
  - “Week 28 SAT/ACT Vocabulary” PowerPoint
- **Class Set**
  - AVID College and Careers
  - 1.13 Six-Year Plan Grid (Pg. 42)
- **Four-Year Plan**
- **Materials**
  - Student Transcripts
- **Documentation**
  - 4.2, 4.3

For this lesson, click here to share:

- Improvement Ideas
- Pictures or Samples
- Questions
Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following the tutorial session
- **10-INQ.B2** Complete a higher-level reflection about the learning process regarding tutorials
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

**Lesson**

1. **Quickwrite**
   - **Note:** This should be completed prior to today’s tutorial for 10 minutes only.
   - Students answer the Essential Question on their handout. Collect these to be used as evidence for certification of refinement.

2. **Pair-Share**
   - Students share their quickwrite with a partner.

3. **Teacher Discussion/Note-Taking of Key Points**
   - Teacher discusses with students ways to support/refine the focus area to create more rigorous tutorials.
   - *For example,* use the 30-Second Reflect and Connect prior to a written reflection to allow students to verbally reflect on the learning that occurs during the tutorial process and connect it to other important ideas. Students can practice the wrap-up speech with an old TRF. This reflective tool can be used to process any new learning.

4. **My Goal and Action Plan for Today’s Tutorial**
   - Have students create a goal to address this focus area in the tutorial today, as well as in future tutorials. This is something that students should commit to doing consistently to create rigor and effectiveness in tutorials.

5. **Reflections**
   - **Note:** This should be completed after today’s tutorial for 10 minutes of reflection.
   - In lieu of completing the entire reflection, have students complete only the second prompt of the reflection, “What I learned about my Point of Confusion...” In the remaining time, have students reflect on the handout regarding the progress in meeting the focus area goal/action plan.

6. **Share-Out**
   - In groups, have tutors lead a discussion about the focus area observation, “How did you refine the focus area in today’s tutorial?”
   - Select one student per tutorial group to share his/her reflection in meeting the focus area.

**Materials/Notes**

- **Class Set**
  - AVID Tutorial Guide
  - 4.3a 30-Second Reflect and Connect Student Presenter Connection Protocol (Pg. 301)
- **AVID Tutorial Guide**
  - 2.17b Reflection (Pg. 142)
- **Individual Action Plan**
- **Documentation for Essential 8.4**
10th Grade, Day 138

Standards and Essential Question:

- **10-ORG.D2** Utilize strategies for various types of tests, in preparation for midterm and final exams
- **10-REA.B3** Mark texts to track understanding of the text and questions about the reading
- **10-REA.B5** Determine the author’s tone and voice
- EQ: “How does an author’s tone and voice affect the poem? How can I apply this to my own writing?”

**Lesson**

1. **Pre-Reading – Stopping by Woods on a Snowy Evening**
   - Distribute copies of “Stopping by Woods on a Snowy Evening.”
   - Have students coral respond the first two words for every fifth line of the poem (i.e., you say, “5,” and they respond, “my little,” you say, “10,” and they respond, “to ask”).
   - Have students read through the poem once silently.

2. **Author’s Tone and Voice**
   - Ask students to popcorn read a stanza at a time aloud.
   - After reading the entire poem, have students discuss the author’s tone and the setting. Some questions that you might ask them include the following:
     - What time of day is the poem set: day or night?
     - What is the temperature like?
     - Are there noises (car horns, yelling, crickets, etc.)?
     - Are there smells?
     - What can you see?
   - Next, have the students identify the author’s voice. Some questions that you might ask them include the following:
     - How do you think the author would read this poem: yell it, sing it, etc.?
     - How does the author feel as he is saying this poem: angry, happy, scared, etc.?
   - Once the author tone and voice are established, do your best to reenact the mood.
     - Some suggestions include: turning off the room lights and turning on a few lamps, playing the sound of the wind over the speakers, shaking some bells (from the horse), spraying some pine-scented cleaner, and turning the air up to make the room colder.
     - Choose four students who will stand up and read a stanza of the poem in the agreed upon author voice (most likely a hushed whisper).
   - Distribute Handout 10.7, Author’s Purpose, and have students use the sample to guide their completion of Part 3.
   - Have student volunteers read their completed template for Part 3.
   - Repeat the process for Part 4 (author’s tone).

**Materials/Notes**

- Class Set
- Critical Reading
  - 10.7 and 10.9 Author’s Purpose and Tone (Pgs. 148, 152)
- Critical Reading
  - 7.7 Writing in the Margins: Questioning (Pg. 91)
- Materials
  - Two or Three Lamps (or use student smartphones for light), Pine-Scented Spray or Candle, Bells, and Speakers (for wind)
- Sound

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Distribute Handout 10.9, List of Words to Describe an Author’s Tone, and see if the word that they used to describe author tone can be changed/improved.

3. **Writing in the Margins***
   - **Time-Saver:** If you are running short on time or wish to do the extension, this activity can be done as homework.
   - Distribute the Writing in the Margins: Questioning handout.
   - Have students write two or three questions in the margin of the poem.

4. **Extension: To the Virgins: Make Much of Time***
   - Repeat an abbreviated version of Steps 1 and 2 with the new poem.
   - Students should be able to identify author tone and voice a little easier.
     - If you choose to set the tone on a second read, possibly take the students outside (if sunny): floral scent, sounds of birds chirping, raise temp, etc.
   - Have students use a second copy of Handout 10.7, Author’s Purpose, to identify purpose and tone.

* Indicates an optional activity, which can be shortened or removed, based on time constraints.
Standards and Essential Question:

- **Focus Area:** Verify Learning
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

### Lesson

1. **Tutorials**
   - Have students get out their Individual Action Plan from day 137.
   - As you monitor groups today, observe how students/tutors summarize their learning following a question. (Use the 30-Second Reflect and Connect Student Presenter Connection Protocol resource as a reference tool.)
   - Continue coaching and reminding students about the importance of coming to full understanding of a concept and their ability to articulate their learning.

2. **Action Plan – 30-Second Reflect and Connect**
   - Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

### Materials/Notes

References

- **AVID Tutorial Guide**
- 4.3a 30-Second Reflect and Connect Student Presenter Connection Protocol (Pg. 301)

Individual Action Plan
Standards and Essential Question:

- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work
- **10-ORG.A1** Refine organization and neatness of binder through ongoing course support, peer-discussion, and personal reflection and goal-setting
- **10-INQ.C2** Come to Socratic Seminar/Philosophical Chairs discussions prepared, having read and researched material under study, and explicitly draw on that preparation by referring to evidence from texts
- **EQ:** “How can I balance accomplishing tasks and spending quality time reflecting?”

### Lesson

1. **Cornell Note Quantity Check**
   - Remind students of the expectation for seniors to take 15 to 25 pages of quality Cornell notes per week.
   - Ask students to get out Cornell notes for a quantity check.
   - As you circulate the room for the check, make sure to complete the following:
     - Confirm that all notes have Essential Questions, notes, left-hand questions, and summaries.
   - Place a stamp on the notes so that students can’t use them again for future checks.

2. **Before the Socratic Seminar**
   - Review with students the fundamentals of Socratic Seminars (dialogue vs. debate) and the role of the Socratic Seminar participant.
   - Have students take out their marked copy of “Stopping by Woods on a Snowy Evening” or their AVID Weekly article.
     - **Extension:** Utilize “To the Virgins, to make much of Time.”
       - Have students compare the messages in the two poems. What similarities and differences exist?
       - Possible overarching questions could be: “How does the author’s voice and use of tone convey the poem’s message? How are the author voice and tone similar/different?”
   - Have students review underlined key points and the questions that they generated about the speech (or AVID Weekly article).
   - Have students share their individual questions and record them on the board.

3. **Socratic Seminar – Stopping by Woods on a Snowy Evening**
   - Have students move into a Socratic Seminar circle.
     - Use either one large circle, an inner/outer circle, or the triad formation.
   - Select a student to be the student leader.

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**Documentation**

7.3
Choose one of the questions as an overarching question to guide the discussion.

- Alternatively, you can use the following: “What point is Robert Frost trying to convey in this poem?”

Choose one of the student-generated questions to begin the Socratic Seminar.

- If students have some experience with Socratic Seminars, you can ask for a volunteer to be the Socratic Seminar leader.

Sit in a seat outside of the circle and do some of the following:

- Record key points that were said.
- Draw a web of who is speaking.
- Be VERY comfortable with silence, as it is critical that you don’t speak.

**Pause the conversation ONLY IF the CONVERSATION VEERS WAY OFF TOPIC!**

- Remind the group of what students have said so far.
- Suggest that they move onto another student-generated question.
- Remind them of the overarching question.
- Point students back to other student-generated questions.

When there are 10 to 15 minutes remaining, stop the conversation at a natural break point.

While students are still in the circle, use the Critiquing or Debriefing the Seminar and Socratic Seminar Discussion Debrief resources, or alternatively, ask one of the debriefing questions below:

- “What did you think was the most interesting point?”
- “What are some moments that you should pause in life?”

Conclude by asking volunteers to discuss what they did really well and what they need to work on for next time.

- Generate a goal that they can work on during the next Socratic Seminar.

Have students rearrange the desks.
**Lesson**

1. **Vocabulary**
   - Project the “Week 29 SAT/ACT Vocabulary” PowerPoint.
   - **Affable**  
     
     (adj) [af-uh-buh] easily approachable; warm, friendly. *(She is an affable girl, who always seems to have a smile on her face.)*
   - **Curtail**  
     
     (v) [ker-tyyl] shorten; reduce. *(I had to curtail my friend's harangue because I was already running very late.)*
   - **Nefarious**  
     
     (adj) [ni-fair-euh s] evil, utterly immoral or wicked. *(After all, we are each nefarious in our own, individual way.)*
   - **Prodigal**  
     
     (adj) [prod-i-guh l] wasteful; reckless with money. *(His prodigal lifestyle ultimately led him into huge amounts of debt.)*

2. **Effective Summaries**
   - Hang four corner posters around the room.
   - Have students randomly select 10 pages of notes from their binders.
   - Once students have their notes selected, have them count up the number of pages that have a summary.
   - Have students move to the corner that matches their number of summaries.
     - **IMPORTANT NOTE:** It is important that you have built a large amount of trust with your students to do this. Make sure they know that it is a non-judgmental exercise, but a way to find effective tools to summarize. You can also do a non-threatening four corners (like, four seasons where your birthday falls, and use the questions below).
   - Have students discuss one question at a time and share out:
     - Why do you think it is important to write summaries for your notes?
     - What difficulties do you have when writing summaries?
     - What effective strategies have you found to ensure that you write your summaries?
     - How do you determine what information goes into a summary?

**Materials/Notes**

- **Project**  
  “Week 29 SAT/ACT Vocabulary” PowerPoint
- **One Copy**  
  Four Corner Posters
- **Class Set**  
  *Focused Note-Taking*
  Step 6: Cornell Note Summary Rubric
  *Focused Note-Taking*
  Step 7: The 7 R’s of Effective Note-Taking
  *Focused Note-Taking*
  Step 10: Cornell Note Reflective Log
- **Project**  
  * Indicates an optional activity, which can be shortened or removed, based on time constraints
3. **Summary Plan (Option 1)**
   - Use this option if students are still struggling to write their summaries.
   - Have students form groups of four (one group member from each corner, if possible).
   - Have students review the 7 R’s of Note-Taking and discuss ways of effectively being able to incorporate strategies to help them summarize more effectively.
   - Have students formulate an action plan to more effectively create daily written summaries and use them to effectively study.

4. **Cornell Note Reflective Log (Option 2)**
   - Use this option if students are already writing and reviewing their summaries effectively.
   - Set up the video by talking about how important it is to review several days (or weeks) of notes at one time and identify key pieces of information.
   - Show the video to your students.
   - Have students take out a section of notes (for example: a chapter or unit of study) and distribute the Reflective Log handout.
   - Have students reread all of their summaries from their selection of notes and identify three key learnings.
   - Have students write about how that learning connects to something else from class, another content class, or the real world.
   - Allow students to reflect on what they are still unsure about with the content.
   - Let students know that this will be a helpful exercise to do a couple of days before a test and that they should try this at least three times (perhaps more depending on their expertise with notes) during the next month.

5. **Homework**
   - Bring in at least two magazines (of interest) on day 143.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

**Lesson**

1. **Tutorials – 30-Second Reflect and Connect**
   - As you monitor groups today, continue to look for how students summarize their learning following a question. (Again, use the 30-Second Reflect and Connect Student Presenter Connection Protocol resource as a reference tool.)
   - Focus on how to summarize at the end of a question.

2. **Formal Observation – 30-Second Reflect and Connect**
   - Utilize the Checking for Understanding one-pager and Observation and Feedback resource as reference points to conduct a formal observation for the teacher, students, and tutors.

3. **Homework**
   - Remind students to bring in at least two magazines (of interest) for tomorrow.

**Materials/Notes**

- One Teacher Copy
- AVID Tutorial Guide
- 3.18b Observation and Feedback (Pgs. 281-282)
Standards and Essential Question:

- **10-ORG.A5** Continuously add to, and reflect on, multi-grade level portfolio throughout the school year
- **10-COMM.A4** Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
- **10-COMM.B1** Record key learning points and provide feedback using Cornell notes
- **EQ:** “What are my goals and plans for the future?”

Lesson

1. **Portfolio Collection**
   - X Have students collect some of their main artifacts since the beginning of the semester.
   - X Some examples might be the timed write from Day 131, Cornell notes from their academic classes, and their character analysis from Day 106.

2. **Public Speaking Etiquette**
   - X Have students generate a list of “Things that Show I’m Listening.”
   - X Potentially turn the list into an acronym, which will help students remember some of the main ways to show that they are paying attention.
   - X Talk about why showing that you are listening is critical to both teachers and fellow students.

3. **Speeches From a Paper Bag**
   - X Pass out a paper bag to each student.
   - X Tell students that they will be decorating the bag with pictures, words, or drawings that represent different aspects of their life, which they will present in a 30- to 60-second speech on day 145.
   - X On the front of the bag: Have students decorate with pictures, words, or drawings representing the career that they want.
   - X On the back of the bag: Have students decorate with pictures, words, or drawings representing the college that they want to attend.
   - X On one side of the bag: Have students decorate with pictures, words, or drawings representing activities that they like to do for fun.
   - X On the other side of the bag: Have students decorate with pictures, words, or drawings representing some of the goals that they have.
   - X Distribute the Presentation Rubric and let students know that two of their classmates will be grading their speech.
   - X Have students take Cornell notes and provide feedback on students’ speeches.
   - X Let students use the remainder of the class to begin decorating their bags.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
4. Technology Extension*
   - Record speeches using a digital recorder or cell phone so that students can watch and evaluate themselves later.

* Indicates an optional activity, which can be shortened or removed, based on time constraints
Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

### Lesson

1. **Tutorial Feedback**
   - Debrief any general findings from the observation on day 142 with the class to support their performance.
     - Be sure to communicate any specific concerns with individuals or tutors in a one-to-one discussion.
     - Address group problems during tutorial work.

2. **Tutorials – 30-Second Reflect and Connect**
   - As you monitor groups today, continue to seek how students are summarizing their learning.
   - Remind your students about revisiting their Individual Action Plans.
   - Be sure to set up a debrief time with your tutors to discuss the observations from the week, reviewing what is going well and what can be improved.
Standards and Essential Question:

- **10-COMM.A4** Incorporate technology and/or visual aids to increase effectiveness of the speech or presentation
- **10-COMM.A3** Refine use of vocal projection in both formal speeches and Socratic Seminar settings
- **10-COMM.B1** Record key learning points and provide feedback using Cornell notes
- **EQ:** “What are my goals and aspirations?”

### Lesson

1. **Binder and Planner Check**
   - While students are entering class, have them place their binders and agendas on their desks.
   - Check binders for level of organization (e.g., everything in rings, nothing in pockets, etc.) and check planners for completeness.

2. **Speeches From a Paper Bag**
   - Distribute two Presentation Rubrics to each student and have them write their name at the top.
   - Collect all of the Presentation Rubrics, mix them up, and redistribute them. Make sure that no student gets their own name.
   - Let students know that they will be grading the Presentation Rubric when their student presents their paper bag speech.
   - Have students come to the front of the class to present. Let students know that they have 30 seconds, but no more than a minute and a half, to present their paper bag speech.
   - Have students take turns presenting, ensuring that two students are using the Presentation Rubric to observe and make comments.
   - Let students know that these Presentation Rubrics will be used to give them feedback on their public speaking before a larger speech in a month (Career Research Speech).

### Materials/Notes

- **Class Set (two per student)**
  - Middle Level Writing
  - 13.1b Speaking Rubric (pg. 254)

**Documentation for Essentials**

5.2, 5.4
Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-CD.A4** Demonstrate the ability to successfully resolve conflicts and disputes with peers and teachers
- **EQ:** “How can I more effectively write summaries and reflections using my Cornell notes?”

**Lesson**

1. **Vocabulary Prefixes/Suffixes/Roots**
   - Project the “Week 30 SAT/ACT Vocabulary” PowerPoint.
   - *alt-* = high or deep. Examples: altimeter – an instrument that measures height above sea level; altitude – height above sea level. *(While hiking Mount McKinley, we kept an altimeter, so we knew how far it was to the peak.)*
   - *pict-* = paint, show, draw. Examples: picture – something drawn; depict – to describe something. *(The picture showed a beautiful downtown landscape.)*
   - *-tect, teg-* = cover. Examples: detect – to perceive the existence of something; protect – to keep somebody or something safe; tegument – a protective covering of an organism. *(The old, abandoned house protected us from the pouring rain.)*
   - *zo-* = animal. Examples: zoo – park displaying live creatures; zoology – scientific study of animals; zodiac – a chart of 12 constellations. *(I have always loved animals, so I am thinking of majoring in zoology.)*

2. **Conflict Management**
   - Distribute the Conflict Management handout and have students reflect on a recent conflict.
   - Ask for a few volunteers to read through their responses.
   - Have students complete the Section II activity from the handout.
   - Once students have completed how they deal with conflict, have them stand up.
   - Designate one wall to be “Frequently,” the opposite wall to be “Rarely,” and the middle of the room to be “Occasionally.”
   - Read through some of the different methods of dealing with conflict one at a time.
     - Have students move to the appropriate area, based on what they circled.
     - Have groups discuss strengths and weaknesses of their strategy, and then share out.
   - Read through six to eight strategies for dealing with conflict.
   - Have students return to their seats and reflect on the strengths and weaknesses of how they deal with conflict.

3. **Numbered Heads – Conflict with Various Groups**
   - Place students in groups of four and have them number off 1 to 4.

**Materials/Notes**

- **Project**
  - “Week 30 SAT/ACT Vocabulary” PowerPoint
- **Class Set**
  - Strategies for Success
  - 5.3 Conflict Management (Pgs. 55-56)
X Have students discuss the following prompts for three or four minutes:
  • A little brother or sister went into your room and messed everything up
  • A friend posted something mean about you on Facebook
  • A teacher didn’t give you credit for an assignment that you did
  • Your parents aren’t going to let you go to the homecoming dance
X After students have talked, randomly select a group and a number from that group
to share what was discussed.
Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

## Lesson

1. **Action Plan Reflection**
   - X Have students get out their Individual Action Plan from two weeks ago.
   - X Give each student one minute in their tutorial group to share how they have done on meeting their goals from their Individual Action Plan.

2. **Tutorials**
   - X As you monitor groups today, look for examples of how students are making (or plan to make) sure that they have come up with the correct answers.
Standards and Essential Question:

- **10-REA.A1** Expand vocabulary, especially those utilized on SAT®/ACT® testing, and properly incorporate them into writings to vary word usage
- **10-CD.A3** Align learning and study strategies to personal learning style
- **10-CD.D4** Create positive peer connections through independent study groups
- **EQ:** “How will I ensure success on my finals?”

**Lesson**

1. **Finals Study Plan**
   - Group students into 4s and have groups collectively brainstorm all of the things that they can (and should) do to prepare for finals.
   - Have groups record their thinking on chart paper and share out.
   - Distribute the Backwards Mapping Template to students.
   - Have students think about the finals that they have coming up.
     - Students should rank sort their preparation planning by order of importance.
   - Have students brainstorm everything they need to accomplish from now until finals.
   - Under actions, have students generate specific things that they can do to prepare for their finals.
     - Look over all past tests.
     - Examine their Cornell notes.
     - Generate specific times to form study groups (after school, weekends, etc.).
     - Create sample tests (based on missed test questions).
   - Make sure that students are creating actionable steps.
   - Tell students that they will be revisiting this plan during the next month.

2. **Vocab Video, Skit, or Song***
   - Let students know they will be creating a class presentation on several vocab words.
   - Instruct students that they will form groups and choose three to five (based on the number of students in your class and the amount of time) vocabulary words which they have learned throughout the year to turn into a video, skit, or song on Day 155.
   - Have students form groups of three to four students.
   - Distribute the Academic Vocabulary List.
   - Students might need a little help thinking about possibilities. Some examples might include: a skit using their words (multiple times), a song that has replaced words with their vocabulary words, acting out words (think Saturday Night Live), or using smartphones or video cameras to create a video of their words.
   - Provide students with time to brainstorm and select their words.
   - Tell students that they must give you their selected words by the end of the period.
   - (As the teacher, make sure that groups do not duplicate words.)

* Indicates an optional activity, which can be shortened or removed, based on time constraints

**Materials/Notes**

- **Class Set**
  - AVID Critical Thinking and Engagement
  - 2.6 Backwards Mapping
  - Pg. 103-105

**Documentation for Essential**

- 5.1
Standards and Essential Question:

- **Focus Area:** 30-Second Reflect and Connect
- **10-INQ.B1** Refine collaborative tutorial skills through tutor-led discussions, following tutorial sessions, with a focus on higher-level questioning
- **EQ:** “How do we create a quality reflection that includes critical thinking about learning, the building of knowledge, and an understanding of important concepts?”

**Lesson**

1. **Tutorials**
   - X As you monitor groups today, examine how students reflect on their learning and connect their learning to other concepts.

2. **Action Plan – Three-Week Reflection**
   - X Have students get out their Individual Action Plan from three weeks ago.
   - X Have students fill out the reflection portion of the action plan, instead of their usual reflection, focusing on how they (and their group) accomplished or did not accomplish their goals.

**Materials/Notes**

Reference
Individual Action Plan
# AVID Weeks at a Glance Lesson Plan

## Standards and Essential Question:
- **10-COLL.A5** Utilize technology to interact and collaborate with others and foster trust-building skills by working with partners to complete a specified task.
- **10-COLL.A6** Enhance understanding of collaboration by working in groups during team-building and motivational activities or problem-solving.
- **10-COLL.A7** Participate in group discussions and reflections based on collaborative work.
- **10-ORG.C3** Use technology to share, store, and collaborate on projects.
- **EQ:** “What makes the AVID family so unique?”

## Lesson

1. **Mystery Check**
   - √ Conduct a binder check, planner check, Cornell note quantity check, or Cornell note quality check today.
   - √ Consider choosing which check you do by one of the following methods:
     - Focusing on the area where students have the greatest need
     - Coming up with a fun way to randomly select the topic, such as rolling a die or spinning a wheel

2. **Kodak Project or Kodak Folder**
   - √ Choose between the Kodak Project and Kodak Folder.
     - The Kodak Project will involve more freedom of being out of class independently and should be based on the structure of the school and the responsibility of the AVID students.
   - √ Decide on the length and scope of the project and set timelines.
     - This is a lesson that can be scaled back in magnitude if you are running behind on the Weeks at a Glance materials.
   - √ Set teams in advance (and provide them with at least one camera phone per group).
     - Make sure that grouping is done either randomly or through driving groups to expand their social circles.
   - √ Provide students with planning time and begin allowing them to take their pictures.

3. **Technology Extension**
   - √ Record team-building using a digital camera or phone and post on the school website/end-of-year slideshow, or alternatively, use the native Photos app on tablets to shoot and store pictures.

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* Indicates an optional activity, which can be shortened or removed, based on time constraints.

## Materials/Notes

<table>
<thead>
<tr>
<th>Class Set</th>
<th>Kodak Project Assignment Sheet</th>
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<tbody>
<tr>
<td><strong>OR</strong> Kodak Project Reflection</td>
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<tr>
<td><strong>OR</strong> Kodak Folder Project Assignment Sheet</td>
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</tr>
</tbody>
</table>

**Materials**
- Student Cell Phone with Camera and Email Capabilities (one per group), Poster Board or Folders, and Markers

For this lesson, click here to share:
- Improvement Ideas
- Pictures or Samples
- Questions
SITE COUNCIL Bylaws

ARTICLE I
Name of Council

The name of this council should be the Hemet High School Site Council

ARTICLE II
Role of the School Site Council

The school improvement plan shall be developed and recommended by the School Site Council. The school site council, following the approval of a school improvement plan by the school district governing board, shall have ongoing responsibility to review the implementation of the school improvement program and to assess periodically the effectiveness of such a program. Modifications or any improvement to the plan shall be developed, recommended, and approved or disapproved in the same manner. The council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California. Until a formal school improvement plan is adopted, the responsibilities of the school site council shall include, but not limited to:

1. Providing information and reactions when requested by the Principal
2. Identifying and responding to concerns of the community
3. Making recommendations for school improvement to the Principal
4. Developing and implementing projects for school improvement

ARTICLE III
Members

Section I – Composition

The needs and resources of the school improvement program require that staff membership include board representation of parents, students, and staff, including socio-economic and ethnic groups represented in the school attendance area. The minimum standards for representation on the council shall be: the principal or representatives of teachers selected by the teachers at the school, or the school personnel selected by other school personnel at the school, parents of pupils attending the school selected by parents of pupils attending the school. The composition of the Hemet High School Site Council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents and pupils.

Classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents, other community members, or pupils shall not be employees of the school district.

The Hemet High School Site Council will consist of a minimum of the following:

1 Administrator
3 Parents
3 Students
4 Teachers
1 Other school employee

Section 2 - Term of Office

All members of the council except students shall serve for a two-year term. Students shall be elected annually with a limit of two one-year terms.

Section 3 - Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. Any elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 4 - Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of that area or no longer meets the membership requirements under which they were selected, if a parent were to become an employee of the district, for example. Membership should automatically terminate for any member who is absent without cause from all regular meeting for a period of three consecutive months. The council, by affirmative vote of two-thirds of all members, can suspend or expel a member.

Section 5 - Transfer of Membership

Membership in the school site council is not transferable or assignable.

Section 6 - Resignation

Any member may resign by filling out a written resignation with the Hemet High School Site Council.

Section 7 - Vacancy

Any vacancy on the council shall be filled for the remainder of the term by appointment by the Chairman with approval of the council.

Section 8 - Alternate Students

Alternate students may be used to replace student members due to student schedules not being conducive to them being able to attend all meetings.

ARTICLE IV
Officers

Section 1 - Officers

The officers of the school site council shall be a chairman, vice-chairman, secretary, and such other officers as the council may deem desirable.

Section 2 - Election and Term of Office

The officers of the school site council shall be elected annually and shall serve for one year or until each successor has been elected.

Section 3 - Removal
Any officer may be removed by two-thirds vote of all members sitting on the school site council whenever, in the judgement of the council, the best interests of the council would be served thereby.

Section 4 – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the school site council for the unexpired portion of the term.

Section 5 – President

The president shall preside at all the meetings of the school site council and may sign all letters, reports, and other communications of the school site council. In addition, the president shall perform all duties incident to the office of the president and such other duties as may be prescribed by the school site council from time to time.

Section 6 – Vice-President

The duties of the vice president shall be to represent the president in assigned duties and to substitute for the chairman during his or her absence, and the vice-president shall perform such other duties as from time to time to be assigned by the president or by the school site council.

Section 7 – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the site council and shall promptly transmit to each of the members, and to such other persons as the school site council may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with provisions of these bylaws; be custodian to the school site council records; keep a register of the address and telephone numbers of each member of the school site council which shall be furnished to the secretary by such member, and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the president or by the school site council.

ARTICLE V
Committees

Section 1 – Standing and Special Committees

The school site council may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the school site council.

Section 2 – Membership

Unless otherwise determined by the school site council in its decision to establish a committee, the president of the school site council shall appoint members to various committees.

Section 3 – Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4 – Rules

Each committee may adopt rules of its own government not inconsistent with these bylaws or with rules adopted by the school site council or with policies of the governing board.

Section 5 - Quorum
Unless otherwise provided in the decision of the school site council designating a committee, a majority of the committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6 – Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI
Meetings of the School Site Council

Section 1 – Regular Meetings

School site council shall meet at least 4 times per school year.

Section 2 – Special Meetings

Special meetings may be called by the president of by the majority vote of the school site council.

Section 3 – Place of Meetings

The school site council shall hold its meeting in a facility readily accessible by all members of the public.

Section 4 – Notice of Meetings

The secretary shall give timely notice to all members of the council concerning time and place of council meetings.

Section 5 – Quorum

The presence of a majority of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the school site council.

Section 6 – Decisions of the School Site Council

All decisions of the school site council shall be made only after and affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 7 – Conduct of Meetings

All regular and special meetings of the school site council shall be conducted in accordance with Robert’s Rules of Order (newly revised) or in accordance with an appropriate adaptation thereof.

Section 8 – Meeting open to the public

All regular and special meeting of the school site council and of its standing or special committees shall be open at all times to the public.
I. Call to Order
Meeting was called to order by Dr. Shaw at 3:04 PM

II. Roll Call
Gerardo Zavala conducted roll call. Grace McDonald replaced Cailani Kifer, Emma Niethamer replaced Ashley Zepek.

<table>
<thead>
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<th>Name</th>
<th>Position</th>
<th>Present</th>
<th>Absent</th>
</tr>
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<tbody>
<tr>
<td>Dr Emily Shaw</td>
<td>Principal</td>
<td>X</td>
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<tr>
<td>Dewarne Long</td>
<td>Teacher</td>
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<td>Jason Hogan</td>
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<tr>
<td>Nancy Tibbitts</td>
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<tr>
<td>Francisco Diaz</td>
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<tr>
<td>Leeann Jones</td>
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<tr>
<td>Sherry Cup</td>
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<td>Grace McDonald</td>
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<tr>
<td>Dmitry Shultz</td>
<td>Student</td>
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<tr>
<td>Emma Niethamer</td>
<td>Student</td>
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III. Introductions: name and role at school

IV. Welcome New Teacher/Parent/Student Members

V. Approval of Agenda
The December 3rd, 2015 agenda was reviewed. Dmitry motioned to accept the December 3rd, 2015 agenda as presented. Mrs. Jones seconded; there was no discussion, motion passed unanimously.

VI. Approval of minutes of May 21, 2015/September 24, 2015
The minutes from May 21, 2015 and September 24, 2015 were reviewed. Emma Niethamer motioned to approve, Dmitry seconded; there was no discussion, motion passed unanimously.

VII. Old Business
The Single Plan for Student Achievement (SPSA) had to be revised due to a carryover by HHS of $33,500. The extra allocation will be used as follows:
A. $6,000 for Teacher release for training  
B. $3,000 for Teacher tutoring, teachers are not putting the extra hours on time cards.  
C. $10,000 for additional Chromebooks for the Parent Resource center. We currently have a large waitlist.  
D. $14,500 for Chromebooks for the Special Education English classes

Mrs. Cup motioned to approve the revisions to the SPSA, Mrs. McGivney seconded; motion carried.

VIII. New Business:
WASC (Western Association of Schools and Colleges) update: the schools last accreditation was 6 years ago, we will have a WASC board of 7 people. The Board will be meeting March 6-9, 2016. We will have dinner and a meet and greet on Sunday, March 6th. We are also looking at having 2 one hour sessions: 1 hour for classified staff to meet with the WASC board, 1 hour for students and parents.

A-G counselor update: The high school is on track to be 50% higher for A-G completion rate than all other schools in the area.

FAFSA plan for race to submit: The County has a goal for every senior to submit a FAFSA application. We are looking for incentives as a reward for submission.

Dual Enrollment: We currently have a dual enrollment contract with MSJC for English and Multimedia. We are planning on having Math and Spanish as well. The MSJC transition counselor is at the school twice a week for those students who wish to speak with her.

The second semester we will be looking at spending $6,000 on attendance incentives, any ideas are welcomed.

Beginning with the 2016-2017 school year, every student reenrolling will do so through Aeries. Students and parents will need to have activated Aeries accounts.

IX. Citizen’s Comment
None

X. Student Concerns and Items /Comments/Concerns from the Floor
Dmitry Shultz requested the lights at the intersections of Stanford and Stetson and Stetson and Dartmouth be investigated. Both intersection lights are too short for students to cross safely. Administration to follow up

Dmitry Shultz asked, what was going on with the dirt track behind the school? Currently dirt is being added to create curbing to make the field safe for soccer purposes.
Dmitry Shultz inquired on an update of the Life kiosks for the school. The original request was voted against by the school board. We are currently waiting on more info from the Superintendent.

Dmitry Shultz inquired about the space behind the stadium, it looks as though it is currently being used as a dumpsite. He will submit a letter addressing concerns to Dr. Shaw to be forwarded up to school board.

XI. **Adjournment**
December 3rd meeting at 4:05 p.m. Next meeting will be February 4th
Agenda Items:

I. **Call to Order**
   Meeting was called to order by Dr. Shaw at 3:15.

II. **Roll Call**
    Gerardo Zavala conducted roll call.

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Emily Shaw</td>
<td>Principal</td>
<td>x</td>
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<tr>
<td>Ashley Zepek</td>
<td>Student</td>
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III. **Introductions:**
    None

IV. **Welcome New Teacher/Parent/Student Members:**
    No new members

V. **Approval of Agenda:**
   Tabled to April 7th meeting, due to insufficient member attendance. Agenda was approved on 4/7/16.

VI. **Approval of minutes:**
    Tabled to April 7th meeting, due to insufficient member attendance. Minutes was approved on 4/7/16.
VII. Old Business:
Need to approve HHS 2016-2017 Safety Plan, unable to vote insufficient members at meeting. Safety plan was approved via email by the remaining absent members. Amendment Vote for School Site Council Bylaws was approved on 4/7/16.

VII. New Business:
   a. WASC Accreditation visit, Sunday March 6th through Wednesday March 9th, 2016. Seven members will be in Room 162. They will meet with all focus groups and students are welcome.
   b. Prepare for WASC visit, participation from all clubs, ASB, students and staff.
   c. Reviewed WASC goals & timelines.
   d. Dr. Shaw reviewed Hemet High Budget breakdown and answered any questions.
   e. Dr. Shaw went through SPSA Plan and answered questions and requested all members to review for next meeting to approve.

IX. Citizen’s Comment:
None

X. Student Concerns and Items/Concerns from the Floor:
None

XI. Adjournment:
February 4, 2016 meeting at 4:00 p.m. Next meeting April 7, 2016.
1. **Call to Order**  
Meeting was called to order by facilitator Mr. Zavala at 3:04 PM

2. **Roll Call**  
Gerardo Zavala conducted roll call. Elizabeth Gibbons (Alternate Student) replaced Ms. Kifer

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3. **Introductions**: name and role at school

4. **Welcome New Teacher/Parent/Student Members**

5. **Approval of Agenda**  
The September 24, 2015 agenda was reviewed. Mr. Diaz motioned to accept the September 24, 2015 agenda as presented. Mrs. Adams seconded the motion. There was no discussion, motion passed unanimously.

6. **Approval of minutes of May 21, 2015**  
The minutes from May 21, 2015 were reviewed. It was not possible to approve minutes since no present member was part the May 21, 2015 SSC meeting. The approval of the minutes will be moved to the October 29, 2015 meeting.

7. **Old Business**  
Mr. Allured welcomed all members and talked about the purpose/function of SSC, and discussed the Student Plan for Student Achievement (SPSA), school budget, and district LCAP budget.
Mr. Allured spoke about categorical money, Professional development-most spent, and Project Lead the Way.
Mr. Zavala presented the 2015 HHS ELA and Math SBAC scores

8. **New Business:**
School site Council Bylaws and parent compact were reviewed and approved. Motion by Mr. Francisco Diaz and Mrs. Adams seconded. Approved by all (11) members present

Annual Elections of school Site Council Officers
Francisco Diaz was nominated for Chair-Ms. Tibbetts motioned to approve, Mr. Long seconded the motion, and the motion was approved. All members present (11) voted in favor

Dmitry Schultz was nominated for Vice Chairman- Mrs. Adams motioned to approve, Mr. Hogan seconded the motion, and the motion was approved. All members present (11) voted in favor

Christine Adams was nominated for secretary- Dmitry Schultz motioned to approve, Mr. Long seconded the motion. All members present (11) voted in favor

Mrs. Adams volunteered to be the parent Representative to DAC and Curriculum Council

9. **Citizen’s Comment**
None

10. **Student Concerns and Items /Comments/Concerns from the Floor**
Dmitry Schultz requested hand sanitizers in classrooms- School must follow district’s guidelines. Administration to follow up/investigate process /what is approved

Dmitry Schultz mentioned that student restrooms are very dirty and that they smell bad.

Dmitry Schultz noted that we need more Lunch tables, many students have to seat on the floor during lunch.

11. **Adjournment**
Dmitry Schultz motion to adjourn the September 24th meeting at 3:48 p.m. and Mr. Diaz seconded the motion. There was no discussion, motion passed unanimously.
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
   - English Learner Advisory Committee
   - Special Education Advisory Committee
   - Gifted and Talented Education Program Advisory Committee
   - District/School Liaison Team for schools in Program Improvement
   - Compensatory Education Advisory Committee
   - Departmental Advisory Committee (secondary)
   - Other committees established by the school or district (list):

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:

Dr. Emily Shaw
Typed Name of School Principal

Dmitry Shultz
Typed Name of SSC Chairperson

Signature of School Principal

Signature of SSC Chairperson

4/8/16

Signature

4/8/16

Date
Grading System
A (90-100) = 4 grade points
B (80-89) = 3 grade points
C (70-79) = 2 grade points
D (60-69) = 1 grade point
F (59 and below) = 0 grade points

AP Weighted
A = 5 grade points
B = 4 grade points
C = 3 grade points
D = 1 grade point

Student rank based upon overall weighted GPA.

Hemet Unified School District
Dr. Barry L. Kayrell, Superintendent
(951)765-5100
## Hemet High School
### SSS Sign-In
#### Date: 4/07/16

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<th>Quorum: 7</th>
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<tr>
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<tr>
<td>1. Dewarne Long</td>
<td></td>
<td></td>
<td><a href="mailto:dlong1@hemetusd.org">dlong1@hemetusd.org</a></td>
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<tr>
<td>2. Jason Hogan</td>
<td></td>
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<td>4. Francisco Diaz</td>
<td></td>
<td></td>
<td><a href="mailto:fdiaz@hemetusd.org">fdiaz@hemetusd.org</a></td>
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<tr>
<td><strong>Elected Classroom Teacher</strong></td>
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<td>1. Leann Jones</td>
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<tr>
<td>1. Sherry Cupp</td>
<td></td>
<td></td>
<td><a href="mailto:slcupp@gmail.com">slcupp@gmail.com</a> 951.652.2995</td>
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<tr>
<td>2. Christine Adams</td>
<td></td>
<td></td>
<td><a href="mailto:betterthanmommakeascatering@yahoo.com">betterthanmommakeascatering@yahoo.com</a> 951.203.6785</td>
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<tr>
<td>3. Pat McGivney</td>
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<tr>
<td>1. Cailani Kifer</td>
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<tr>
<td>2. Dmitry Shultz</td>
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<tr>
<td>3. Ashley Zepek</td>
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### Hemet High School
### SSS Sign-In
### Date: 12/03/15

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**Committee Visitors**

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*Note: The signature for Ashley Zepek is not visible in the image.*
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<tr>
<td></td>
<td>Dmitry Schultz</td>
<td></td>
<td>dmitry.shultz97@gmail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ashley Zepek</td>
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</tbody>
</table>

Committee Visitors
**SPSA Evaluation for Hemet High School**

**Requirement:** Title I regulations require the SSC of a school receiving Title I, Part A funds to annually develop, review, update, and approve the SPSA as well as to monitor and evaluate the implementation of, and results achieved by, the Title I programs. The school must revise its SPSA as necessary based on the results of the evaluation.

**Sample guiding questions to evaluate the effectiveness of programs specified in the SPSA:**

1. The SSC allocates Title I funds to support an Instructional Aide. How is this position over and above what all sites received? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

2. The SSC allocates Title I funds for technology, books, and materials. Are these materials supplemental to the core program? How do these materials impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, or replace it?

<table>
<thead>
<tr>
<th>Goal 1: Students will be college or career ready as demonstrated by completion of one or more CTE classes and/or completion of a-g requirements.</th>
<th>Actions/Activities (Strategies)</th>
<th>What is working</th>
<th>What is not working</th>
<th>Modification based on evaluation results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Students will be identified and placed in appropriate AP classes where they will receive instruction with an enrichment of content standards. AP students will need additional support including tutors and teacher extra duty and pull out time.</td>
<td>AP students are receiving support after school from AP teachers. AP teachers are working in an AP Data team to align best practices of instructional strategies.</td>
<td>Not all AP teachers are willing to provide tutoring after school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Software licenses, fees, subscriptions, maintenance and support for purchase</td>
<td>Students are receiving access to credit recovery through APEX.</td>
<td>APEX does not work for all students, we have about a 60% pass rate in an after</td>
<td>APEX is begin offered during the school day in lieu of an elective 5 days</td>
</tr>
<tr>
<td>and/or upgrade, APEX licenses (120@125 each)</td>
<td>school only model.</td>
<td>per week.</td>
<td></td>
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<td>------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Full time MFT for 10-12th graders MFT to lead groups such as grief, substance abuse and anger. Meet the student emotional needs. Assess student danger to themselves or others.</td>
<td>MFT meets with students for social emotional support to allow students to more effectively engage in academic success.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 2: Students will be challenged in their classes experiencing a rigorous curriculum and meaningful 21st century tasks.

<table>
<thead>
<tr>
<th>AVID: Instructional strategies, tutors, tutor training, bilingual interpretation at parent meetings, field trips, On site workshops, supplies, conferences, technology, College Counseling Workshops, guest speakers Fall Conference, Summer Institute, On-going training</th>
<th>AVID tutors that are available are working well. AVID trainings and conferences have been well attended and are providing good support for teachers.</th>
<th>AVID tutors are difficult to find and retain.</th>
<th>We are working with HR to find and retain qualified AVID tutors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of additional Chromebooks</td>
<td>Chromebooks are used in all English classes and are in high demand across all content areas.</td>
<td></td>
<td>We are working on purchasing additional Chromebooks.</td>
</tr>
<tr>
<td>Ensure core teachers have release time to meet as Data Teams and develop common assessments around key standards. Data Teams will analyze results from those assessments and create action plans for reteaching areas of greatest need. In addition, it has been discovered that there is a Teachers who took advantage of Data Team time felt the time was purposeful and well used.</td>
<td>Not all Data Teams used the release time.</td>
<td>Look at additional means to ensure adequate teacher collaboration.</td>
<td></td>
</tr>
<tr>
<td>need for teachers to observe other teachers' strategies in order to calibrate said strategies and create the action plan.</td>
<td>After School Tutoring - teachers will provide academic tutoring (English, Science and Math) after school for students who are not demonstrating success in core academic areas to support the student's mastery of knowledge.</td>
<td>Math teachers offer tutoring after school.</td>
<td>English and Science teachers do not offer tutoring after school. Students are able to access tutoring through Think Together.</td>
</tr>
</tbody>
</table>

| Teacher 6th period assignment to offer support class for 9th-12th grade success in core a-g courses with a C or better. | 9th grade students are receiving support through this assignment in all content areas. Targeted students failed one or more academic classes at semester. |  |

| Goal 3: We will increase parent and student engagement. | Parent workshops and planning nights are offered at least one time per triad. | Parent attendance is increasing and monitored. |  |

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Hemet High School
SCHOOL SITE COUNCIL MEETING AGENDA

Meeting Date: December 3, 2015
Time: 3:00 p.m.
Location: Room 174
Date Posted: November 30, 2015

I. Call to Order

II. Roll Call of Members

III. Introductions

IV. Welcome new Teacher/Parent/Student Members

V. Approval of Agenda

VI. Approval of Minutes of May 21, 2015 and September 24, 2015

VII. Old Business
   a. Single Plan for Student Achievement (SPSA) Revised Budget. Due to carryover HHS has a $33,500 extra allocation, and will be used for the following:
      i. $6,000 for Teacher Release
      ii. $3,000 for Teacher Tutoring
      iii. $10,000 for Chromebooks for the Parent Resource Center
      iv. $14,500 for Chromebooks for Special Education English Classes

VIII. New Business
   a. WASC Update
   b. A-G Counselor Update
   c. FAFSA Plan for Race to Submit
   d. MSJC Partnership
   e. Attendance Incentives
   f. Aeries Parent Portal/New Electronic re-registration

IX. Citizen's Comments
   a. This is an opportunity for members of the public to provide information to the SSC
   b. Open meeting law prohibits action related to public comment at this meeting. Issues raised will be scheduled for discussion at future meeting(s)

X. Student Concerns and items/comments/concerns from the floor
   a. An opportunity for students to address the committee with student related concerns

XI. Adjournment
   a. Next Meeting February 4, 2016

The Hemet High School Site Council welcomes input from members of the community. If you have any suggestions or concerns, Please call Dr. Shaw at 951.765.5150 ext. 2000, to have your name added to the agenda for the next meeting.
Hemet High School
SCHOOL SITE COUNCIL MEETING
AGENDA

Meeting Date: February 4, 2016
Time: 3:00 p.m.
Location: Room 174
Date Posted: January 29, 2016

I. Call to Order

II. Roll Call of Members

III. Introductions

IV. Welcome new Teacher/Parent/Student Members

V. Approval of Agenda

VI. Approval of Minutes of December 3, 2015

VII. Old Business
   a. Amend School Site Council Bylaws

VIII. New Business
   a. WASC Update
   b. Evaluate progress towards SPSA goals
   c. Approve and Sign the HHS 2016-2017 Safety Plan
   d. This is an opportunity for members of the public to provide information to the SSC
   e. Open meeting law prohibits action related to public comment at this meeting. Issues raised will be scheduled for discussion at future meeting(s)

IX. Student Concerns and items/comments/concerns from the floor
   a. An opportunity for students to address the committee with student related concerns

X. Adjournment
   a. Next Meeting April 7, 2016

The Hemet High School Site Council welcomes input from members of the community. If you have any suggestions or concerns, Please call Dr. Shaw at 951.765.5150 ext. 2000, to have your name added to the agenda for the next meeting.
Hemet High School
SCHOOL SITE COUNCIL MEETING AGENDA

Meeting Date: April 7th, 2016
Time: 3:00 p.m.
Location: Room 174
Date Posted: April 4, 2016

I. Call to Order
II. Roll Call of Members
III. Introductions
IV. Welcome new Teacher/Parent/Student Members
V. Approval of Agenda
VI. Approval of Minutes of February 4th, 2016
VII. Old Business
   ● Amend School Site Council Parent and Family Policy 2016-2017
VIII. New Business
   ● WASC Update
   ● Evaluate 2015-2016 SPSA
   ● Review and approve the 2016-2017 SPSA
   ● Review and approve 2016-2017 unfunded programs, if/when additional funds become available the following actions/services will be implemented based on priority:
      i. Chromebooks for Social Studies, Mathematics, Special Education Classes and Science up to $100,000.
      ii. Teacher release for data teams and peer observations.
      iii. Increase after school tutoring allocation
      iv. Teacher 6th period assignments.
      v. Travel and conferences for professional development, AP training for teachers.
      vi. Web-hosted software/programs.
   ● SSC elections/voting April 11th-15th (1-Parent, 1-Teacher, and 1-Classified)
   ● This is an opportunity for members of the public to provide information to the SSC
   ● Open meeting law prohibits action related to public comment at this meeting. Issues raised will be scheduled for discussion at future meeting(s)
IX. Student Concerns and items/comments/concerns from the floor
   ● An opportunity for students to address the committee with student related concerns
X. Adjournment
   ● Next Meeting April 28, 2016 and the last meeting will be May 12, 2016
The Hemet High School Site Council welcomes input from members of the community. If you have any suggestions or concerns, Please call Dr. Shaw at 951.765.5150 ext. 2000, to have your name added to the agenda for the next meeting.
I. Call to Order

II. Roll Call of Members

III. Introductions

IV. Welcome new Teacher/Parent/Student Members

V. Approval of Agenda

VI. Approval of Minutes of April 7th, 2016

VII. Old Business
   • WASC Results
   • 2016-2017 SPSA was approved April 2016

VIII. New Business
   • SSC elections Results:
     i. Kim Blair-New Elected Teacher
     ii. Cynthia DeYoung-New Elected Classified
     iii. Pat McGivney-New Elected Parent
     iv. Student Members-TBD during August 2016 Student Elections
   • LCFF Allocations Breakdown
   • Staffing Update

IX. Citizen’s Comments
   • This is an opportunity for members of the public to provide information to the SSC
   • Open meeting law prohibits action related to public comment at this meeting. Issues
     raised will be scheduled for discussion at future meeting(s)

X. Student Concerns and items/comments/concerns from the floor
   • An opportunity for students to address the committee with student related concerns

XI. Adjournment
   • Next Meeting TBD during June 2016

The Hemet High School Site Council welcomes input from members of the community. If you have
any suggestions or concerns, Please call Dr. Shaw at 951.765.5150 ext. 2000, to have your name
added to the agenda for the next meeting.
Hemet High School

SCHOOL SITE COUNCIL MEETING

AGENDA

Meeting Date: September 24, 2015
Time: 3:00 p.m.
Location: Room 174
Date Posted: September 18, 2015

I. Call to Order

II. Roll Call of Members

III. Introductions

IV. Welcome new Teacher/Parent/Student Members

V. Approval of Agenda

VI. Approval of Minutes of May 21, 2015

VII. Old Business
   a. Single Plan for Student Achievement (SPSA Goals)
   b. Summary of Expenditures in the SPSA
   c. HUSD LCAP Goals and Budget
   d. Smarter Balanced 2015 ELA and Mathematics Performance Summary

VIII. New Business
   a. Review, amend and adopt: Parent Compact and School Site Council Bylaws
   b. Annual Election of School Site Council Officers
      i. Chair, Vice Chairman & Secretary
   c. Parent Representatives
      i. DAC Advisory Meeting
      ii. Curriculum Council Meeting

IX. Citizen’s Comments
   a. This is an opportunity for members of the public to provide information to the SSC
   b. Open meeting law prohibits action related to public comment at this meeting. Issues raised will be scheduled for discussion at future meeting(s)

X. Student Concerns and items/comments/concerns from the floor
   a. An opportunity for students to address the committee with student-related concerns
XI. Adjournment
   a. Next Meeting October 29th, 2015

The Hemet High School Site Council welcomes input from members of the community. If you have any suggestions or concerns, Please call Jim Allured at 951.765.5150 ext. 2000, to have your name added to the agenda for the next meeting.
Hemet High School
School Site Council and Governance

Meeting Minutes
02/04/2016

Agenda Items:
I. Call to Order
Meeting was called to order by Dr. Shaw at 3:15.

II. Roll Call
Gerardo Zavala conducted roll call.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Emily Shaw</td>
<td>Principal</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Dewarne Long</td>
<td>Teacher</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Jason Hogan</td>
<td>Teacher</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Nancy Tibbetts</td>
<td>Teacher</td>
<td>x</td>
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<tr>
<td>Francisco Diaz</td>
<td>Teacher</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Leann Jones</td>
<td>Classified Staff</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Sherry Cup</td>
<td>Parent</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Christine Adams</td>
<td>Parent</td>
<td>x</td>
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<tr>
<td>Pat McGivney</td>
<td>Parent</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Cailani Kifer</td>
<td>Student</td>
<td>x</td>
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<tr>
<td>Dmitry Schultz</td>
<td>Student</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Ashley Zepek</td>
<td>Student</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

III. Introductions:
None

IV. Welcome New Teacher/Parent/Student Members:
No new members

V. Approval of Agenda:
Tabled to April 7th meeting, due to insufficient member attendance. Agenda was approved on 4/7/16.

VI. Approval of minutes:
Tabled to April 7th meeting, due to insufficient member attendance. Minutes was approved on 4/7/16.
VII. **Old Business:**
Need to approve HHS 2016-2017 Safety Plan, unable to vote insufficient members at meeting. Safety plan was approved via email by the remaining absent members. Amendment Vote for School Site Council Bylaws was approved on 4/7/16.

VII. **New Business:**
   a. WASC Accreditation visit, Sunday March 6th through Wednesday March 9th, 2016. Seven members will be in Room 162. They will meet with all focus groups and students are welcome.
   b. Prepare for WASC visit, participation from all clubs, ASB, students and staff.
   c. Reviewed WASC goals & timelines.
   d. Dr. Shaw reviewed Hemet High Budget breakdown and answered any questions.
   e. Dr. Shaw went through SPSA Plan and answered questions and requested all members to review for next meeting to approve.

IX. **Citizen’s Comment:**
None

X. **Student Concerns and Items/Concerns from the Floor:**
None

XI. **Adjournment:**
February 4, 2016 meeting at 4:00 p.m. Next meeting April 7, 2016.
Hemet High School

School Site Council Meeting Minutes

April 7, 2016 Room 174

I. **Call to Order**
Meeting was called to order by Dr. Shaw at 3:14 PM

II. **Roll Call**
Gerardo Zavala conducted roll call. Grace McDonald replaced CailaniKifer, Emma Niethamer replaced Ashley Zepek.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Emily Shaw</td>
<td>Principal</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dewarne Long</td>
<td>Teacher</td>
<td>X</td>
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<tr>
<td>Jason Hogan</td>
<td>Teacher</td>
<td></td>
<td>X</td>
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<tr>
<td>Nancy Tibbits</td>
<td>Teacher</td>
<td>X</td>
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<tr>
<td>Francisco Diaz</td>
<td>Teacher</td>
<td></td>
<td>X</td>
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<tr>
<td>Leaonn Jones</td>
<td>Classified Staff</td>
<td>X</td>
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<tr>
<td>Sherry Cup</td>
<td>Parent</td>
<td>X</td>
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<tr>
<td>Christine Adams</td>
<td>Parent</td>
<td>X</td>
<td></td>
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<tr>
<td>Pat McGivney</td>
<td>Parent</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Grace McDonald</td>
<td>Student</td>
<td></td>
<td>X</td>
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<tr>
<td>Dmitry Shultz</td>
<td>Student</td>
<td>X</td>
<td></td>
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<tr>
<td>Elizabeth Gibbons</td>
<td>Student</td>
<td>X</td>
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</tr>
</tbody>
</table>

III. **Introductions:** name and role at school

IV. **Welcome New Teacher/Parent/Student Members**

V. **Approval of Agenda**
The April 7th, 2016 agenda was reviewed. Dr. Shaw motioned to accept the April 7th, 2016 agenda as presented. Mrs. Jones seconded; there was no discussion, motion passed unanimously.

VI. **Approval of minutes for February 4th, 2016**
The minutes from February 4th, 2016 were reviewed. Dmitry Shultz motioned to approve, Dr. Shaw seconded; there was no discussion, motion passed unanimously.

VII. **Old Business**
An amendment was made to the School Site Council Parent Policy 2016-2017; it is now the: School Site Council Parent and Family Policy 2016-2017
VIII. New Business:

WASC (Western Association of Schools and Colleges) update: Our visit overall was successful, the committee recommended some changes but they were impressed with our overall school climate and school spirit; they also would like to see more district support. The final report was sent to the WASC office on March 9th, we are awaiting our letter.

Evaluated the 2016-2017 SPSA, Dmitry Shultz requested a motion to approve the 2016-2017 SPSA; Mrs. Cupp motioned, Mr. Long seconded; there was no discussion, motion passed unanimously.

The following unfunded programs were reviewed, if/when additional funds become available; these actions/services will be implemented based on priority:

1. Chromebooks for Social Studies, Mathematics, Special Education, and Science Classes up to $100,000
2. Teacher release for data teams and peer observations
3. Increase after school tutoring allocation
4. Teacher 6th period assignments
5. Travel and conferences for professional development, AP training for teachers
6. Web-hosted software/programs

SSC elections/voting April 11th – 15th (1 parent, 1 – teacher, and 1 – classified)

This is an opportunity for members of the public to provide information to the SSC,

Open meeting law prohibits action related to public comment at this meeting. Issues raised will be scheduled for discussion at a future meeting(s)

IX. Student Concerns and Items /Comments/Concerns from the Floor

None.

Adjournment

April 7th meeting at 4:25 p.m. Next meeting will be April 28th, 2016
Hemet High School

School Site Council Meeting Minutes

May 12, 2016 Room 174

I. Call to Order
Meeting was called to order by Dr. Shaw at 3:14 PM

II. Roll Call
Gerardo Zavala conducted roll call. Emma Niethamer replaced Ashley Zepek.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Emily Shaw</td>
<td>Principal</td>
<td>X</td>
<td></td>
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<tr>
<td>Dewarne Long</td>
<td>Teacher</td>
<td>X</td>
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<td>Jason Hogan</td>
<td>Teacher</td>
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<td>X</td>
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<tr>
<td>Nancy Tibbitts</td>
<td>Teacher</td>
<td>X</td>
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<td>Francisco Diaz</td>
<td>Teacher</td>
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<td>Leeann Jones</td>
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<tr>
<td>Sherry Cupp</td>
<td>Parent</td>
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<td>Christine Adams</td>
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<td>Pat McGivney</td>
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<tr>
<td>Grace McDonald</td>
<td>Student</td>
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<tr>
<td>Dmitry Shultz</td>
<td>Student</td>
<td>X</td>
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<tr>
<td>Emma Niethamer</td>
<td>Student</td>
<td>X</td>
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</tbody>
</table>

III. Introductions: name and role at school

IV. Welcome New Teacher/Parent/Student Members

V. Approval of Agenda
The May 12th, 2016 agenda was reviewed. Dr. Shaw motioned to accept the May 12th, 2016 agenda as presented. Mrs. Tibbitts seconded; there was no discussion, motion passed unanimously.

VI. Approval of minutes from April 7th, 2016
The minutes from April 7th, 2016 were reviewed. Dmitry Shultz motioned to approve, Dr. Shaw seconded; there was no discussion, motion passed unanimously.

VII. Old Business
Dr. Shaw reviewed the result of the WASC visit. Most members mentioned a dislike for the way the WASC chair questioned students and teachers and of his overall performance. Further, Dr. Shaw informed the council that the 2016-2017 SPSA was approved on April 2016.
VIII. **New Business:**
Dr. Shaw reviewed the SSC election results, Kim Blair is the new elected teacher, Cynthia DeYoung is the new elected classified member, and Pat McGivney was re-elected. Further, Dr. Shaw mentioned that the new student members will be elected during August 2016 student elections.

Dr. Shaw presented a summary of the LCFF allocations.

- **Total:** $150,800
- **Testing Coordination & Materials** $22,000
- **Department and Office Budgets** $36,800
- **Parent Liaison** $50,000
- **Counselors Professional Development** $7,000
- **Math Dual Enrollment Teacher** $35,000

Finally, Dr. Shaw updated the council on HHS staffing needs for the 2016-2017 school year.

IX. **Student Concerns and Items /Comments/Concerns from the Floor**
None.

**Adjournment**

TBD Summer 2016
School Site Council Roster
2015-2016

Administrator:
Dr. Emily Shaw

Elected Classroom Teachers:
Dewarne Long, Francisco Diaz (Chair), Jason Hogan, and Nancy Tibbetts

Elected Students:
Cailani Kifer, Dmitry Schultz (Vice Chairman), and Ashley Zepek
Elected Alternate students:
Elizabeth Gibbons, Grace McDonald, Emma Niethamer, and Kaitlyn Wuerth

Parents:
Patricia McGivney, Sherry Cup, and Christine Adams (Secretary)

Elected Classified Staff:
Leeann Jones
**Hemet High School**  
**SSS Sign-In**  
**Date: 5/12/16**

| Membership: 12  
(50% School Site Staff: 50% Parent/Community/Students) | Meeting Status (check One) | Quorum: 7 |  
<table>
<thead>
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<td></td>
<td>□ Official</td>
<td>□ Informational</td>
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<table>
<thead>
<tr>
<th>Composition</th>
<th>Name</th>
<th>Signature</th>
<th>Contact Information (Phone/email)</th>
<th>Officer Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>1. Dr. Emily Shaw</td>
<td></td>
<td><a href="mailto:eshaw@hemetusd.org">eshaw@hemetusd.org</a></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>1. Dewarne Long</td>
<td></td>
<td><a href="mailto:dlong1@hemetusd.org">dlong1@hemetusd.org</a></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>2. Jason Hogan</td>
<td></td>
<td><a href="mailto:jhogan@hemetusd.org">jhogan@hemetusd.org</a></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>3. Nancy Tibbitts</td>
<td></td>
<td><a href="mailto:ntibbitts@hemetusd.org">ntibbitts@hemetusd.org</a></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>4. Francisco Diaz</td>
<td></td>
<td><a href="mailto:fdiaz@hemetusd.org">fdiaz@hemetusd.org</a></td>
<td>Y</td>
</tr>
<tr>
<td><strong>Elected Classroom Teacher</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Elected Other Staff</strong></td>
<td>1. Leann Jones</td>
<td></td>
<td><a href="mailto:ljones@hemetusd.org">ljones@hemetusd.org</a></td>
<td>N</td>
</tr>
</tbody>
</table>
| **Elected Parents Legal Guardian Community** | 1. Sherry Cupp |  | slcupp@gmail.com  
951.652.2995 | N |
| | 2. Christine Adams |  | betterthanmommakestescatering@yahoo.com  
951.203.6785 | Y |
| | 3. Pat McGivney |  | pmcginvney@verizon.net  
909.229.7217 | N |
| **Elected Students** | 1. Cailani Kifer |  | ck79786@stu.hemetusd.org | N |
| | 2. Dmitry Shultz |  | ds99805@stu.hemetusd.org | Y |
| | 3. Ashley Zepek |  | azepek@icloud.com | N |
| **Alternate Elected Students** | 1. Elizabeth Gibbons |  | eg79900@stu.hemetusd.org | N |
| | 2. Grace McDonald |  | gm79943@stu.hemetusd.org | N |
| | 3. Emma Niethamer |  | en56369@stu.hemetusd.org | N |
| | 4. Kaitlyn Wuerth |  | kw79973@stu.hemetusd.org | N |
## Budget By Expenditures

**Hemet High School**

**Funding Source:** LCFF - SC

<table>
<thead>
<tr>
<th>Proposed Expenditure</th>
<th>Object Code</th>
<th>Amount</th>
<th>Goal</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitutes</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$10,000.00</td>
<td>School Goal #2 - Mathematics</td>
<td>CAASP, CAA, CST Science coordination and substitutes to help proctoring exams.</td>
</tr>
<tr>
<td>Testing Coordination and materials</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>$12,000.00</td>
<td>School Goal #2 - Mathematics</td>
<td>CAASP, CAA, CST Science coordination and substitutes to help proctoring exams.</td>
</tr>
<tr>
<td>Department and office Budget</td>
<td>4000-4999: Books And Supplies</td>
<td>$36,800.00</td>
<td>School Goal #2 - Mathematics</td>
<td>Departments and office supplies budget</td>
</tr>
<tr>
<td>Position</td>
<td>Department</td>
<td>Salary</td>
<td>School Goal</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------</td>
<td>----------</td>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Liaison</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$50,000.00</td>
<td>School Goal #3 - English Learners</td>
<td>Under general supervision, to act as liaison between the school, parents, and students; to assist parents</td>
</tr>
<tr>
<td>Counselors</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>$7,000.00</td>
<td>School Goal #5 - Low Income</td>
<td>Counselors will attend the American School Counselor Association National Conference</td>
</tr>
</tbody>
</table>
A dual enrollment math teacher will be hired in order to provide all students with more opportunities and to prepare them for college or career. The Mt. San Jacinto/Hemet High School Dual Enrollment Program was established in the Fall of the 2013-14 school year to provide an opportunity for qualified high school students to take MSJC college classes on the Hemet High School campus and earn both college and high school credit. Dual enrollment classes are fast-paced rigorous courses. (A one semester dual enrollment course is equivalent to a year-long high school class.) Dual enrollment provides an additional option to Advanced Placement (AP) classes. Grades in dual enrollment classes are weighted and receive honors points (up to eight semesters) for UC/CSU admission. Students incur no tuition costs but must pay a $6 RTA Bus Fee each semester they are enrolled in classes. Students are limited to two classes per semester. In order to qualify for dual enrollment, students must be in grades 11-12 and have an overall 3.0 GPA. In addition, students must complete the MSJC matriculation process, which includes completing an online application and orientation, and completing an Accuplacer assessment in both language arts and mathematics.

<table>
<thead>
<tr>
<th>Math Dual Enrollment Teacher</th>
<th>1000-1999: Certificated Personnel Salaries</th>
<th>$35,000.00</th>
<th>School Goal #5 - Low Income</th>
</tr>
</thead>
</table>

**Mathematics Dual Enrolment Teacher**

LCFF - SC Total Expenditures: $150,800.00

LCFF - SC Allocation Balance: $0.00

**Funding Source: Title I**

$251,952.00 Allocated
Hemet High School

<table>
<thead>
<tr>
<th>Description</th>
<th>Category</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide counseling to students who have shown at risk behaviors that</td>
<td>School Goal # 4 - Foster Youth</td>
<td>$31,250.00</td>
</tr>
<tr>
<td>prevent them from fully accessing the instructional program/content</td>
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<tr>
<td>knowledge and/or learning English. These behaviors may include: low</td>
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<tr>
<td>self-esteem/self worth; oppositional/defiant; social awkwardness; poor</td>
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<tr>
<td>school/class attendance; discipline referrals; lack of academic progress</td>
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<td></td>
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<tr>
<td>(not related to special education); etc. The services provided focus on</td>
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<tr>
<td>both individual student support and family support, which includes</td>
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<tr>
<td>topics related to: Boundaries and expectations, positive identity, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social competencies. Family counseling is based on individual student/family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>needs. Chromebooks for foster youth checkout</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>$29,708.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$7,743.00</td>
</tr>
<tr>
<td>$12,000.00</td>
<td>5000-5999: Services And Other Operating</td>
<td>$7,743.00</td>
</tr>
<tr>
<td>Expenditures</td>
<td>5000-5999: Services And Other Operating</td>
<td>$7,743.00</td>
</tr>
<tr>
<td>$29,708.00</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$7,743.00</td>
</tr>
</tbody>
</table>

Full time MFT for 10-12th graders MFT to lead groups such as grief, substance abuse and anger. Meet the student emotional needs. Assess student danger to themselves or others. Students: Meet with identified students daily, Monday – Friday during school hours; Meet with 10-12 students per day; Individual student sessions are 0.5 hr per student per week or as needed. Families: Five identified families per month will be visited at hours convenient for parents. Focus on family visits are to include awareness, strategies to assist student, and other identified supports. The hours scheduled for family visits may come from a modified/flex work schedule on these days.

Foster youth without technology access will be provided with a...
<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Amount</th>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromebooks</td>
<td>4000-4999: Books And Supplies</td>
<td>$10,000.00</td>
<td>School Goal #5 - Low Income</td>
<td>Low income students without technology access will be provided with a Chromebook checked out to them for the duration of the school year to allow on-going access.</td>
</tr>
<tr>
<td>Software Licenses</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>$9,000.00</td>
<td>School Goal #3 - English Learners</td>
<td>Software licenses, fees, subscriptions, maintenance, and support for purchase and/or upgrade. APEX licenses (120 @ $125 each)</td>
</tr>
<tr>
<td>To provide counseling to students who have shown at risk behaviors that prevent them from fully accessing the instructional program/content knowledge and/or learning English. These behaviors may include: low self-esteem/self worth; oppositional/defiant; social awkwardness; poor school/class attendance; discipline referrals; lack of academic progress (not related to special education); etc. The services provided focus on both individual student support and family support, which includes topics related to: Boundaries and expectations, positive identity, and social competencies. Family counseling is based on individual student/family needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP tutoring and AP teacher release time</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$31,250.00</td>
<td>School Goal #3 - English Learners</td>
<td>Full time MFT for 10-12th graders MFT to lead groups such as grief, substance abuse and anger. Meet the student emotional needs. Assess student danger to themselves or others. Students: Meet with identified students daily. Monday – Friday during school hours; Meet with 10-12 students per day; Individual student sessions are 0.5 hr per student per week or as needed. Families: Five identified families per month will be visited at hours convenient for parents. Focus on family visits are to include awareness, strategies to assist student, and other identified supports. The hours scheduled for family visits may come from a modified/flex work schedule on these days.</td>
</tr>
<tr>
<td></td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$12,500.00</td>
<td>School Goal #1 - English Language Arts</td>
<td>Students will be identified and placed in appropriate Honors/AP classes where they will receive instruction with an enrichment of content standards. AP students will need additional support including tutors and teacher extra duty and pull out time.</td>
</tr>
</tbody>
</table>
### AVID Tutors

| 2000-2999: Classified Personnel Salaries | $30,000.00 | School Goal #1 - English Language Arts |

**AVID:** Instructional strategies, tutors, tutor training, bilingual interpretation at parent meetings, field trips, on-site workshops, supplies, conferences, technology, College Counseling Workshops, guest speakers Fall Conference, Summer Institute, On-going training.

**AVID Field Trip Standards and Essential Question:**
- **9-ORG.C1** Use technology in assignments and presentations, using standardized citation styles to cite sources.
- **9-COLL.A2** Utilize technology to complete final drafts of assignments and conduct research.
- **9-CP.C1** Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice.

**EQ:** "How can I use technology to assist in finding a college that is the right fit for me?"

**Lesson Plan:**
1. Introduce College Research:
   - Distribute one Finding Colleges That Fit handout and two or three copies of the College Research Worksheet to each student.
   - Explain to students that they will be using technology, in this case an Internet search, to begin to narrow down a list of colleges of interest.
   - Discuss the importance and how to find
<table>
<thead>
<tr>
<th>Department</th>
<th>Budget Category</th>
<th>Budget Amount</th>
<th>School Goal #1 - English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other AVID expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>$13,000.00</td>
<td>AVID: Instructional strategies, tutors, tutor training, bilingual interpretation at parent meetings, field trips, On site workshops, supplies, conferences, technology, College Counseling Workshops, guest speakers Fall Conference, Summer Institute, On-going training. AVID Field Trip Standards and Essential Question: 9-ORG.C1 Use technology in assignments and presentations, using standardized citation styles to cite sources. 9-COLL.A2 Utilize technology to complete final drafts of assignments and conduct research. 9-CP.C1 Research college admissions requirements, with emphasis on cost of living, tuition, and financial aid for a college of choice. EQ: “How can I use technology to assist in finding a college that is the right fit for me?” Lesson Plan: 1. Introduce College Research. Distribute one Finding Colleges That Fit handout and two or three copies of the College Research Worksheet to each student. Explain to students that they will be using technology, in this case an Internet search, to begin to narrow down a list of colleges of interest. Discuss the importance and how to find...</td>
</tr>
<tr>
<td>Teacher Release Time</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$12,251.00</td>
<td>Ensure core teachers have release time to meet as Data Teams and develop common assessments around key standards. Data Teams will analyze results from those assessments and create action plans for reteaching areas of greatest need. In addition, it has been discovered that there is a need for teachers to observe other teachers’ strategies in order to calibrate said strategies and create the action plan.</td>
</tr>
<tr>
<td>Software Licences</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>$2,000.00</td>
<td>Software licenses, fees, subscriptions, maintenance, and support for purchase and/or upgrade.</td>
</tr>
</tbody>
</table>
To provide counseling to students who have shown at risk behaviors that prevent them from fully accessing the instructional program/content knowledge and/or learning English. These behaviors may include: low self-esteem/self worth; oppositional/defiant; social awkwardness; poor school/class attendance; discipline referrals; lack of academic progress (not related to special education); etc. The services provided focus on both individual student support and family support, which includes topics related to: Boundaries and expectations, positive identity, and social competencies. Family counseling is based on individual student/family needs.

<table>
<thead>
<tr>
<th>School Goal #2 - Mathematics</th>
<th>2000-2999: Classified Personnel Salaries</th>
<th>$31,250.00</th>
<th>Full time MFT for 10-12th graders MFT to lead groups such as grief, substance abuse and anger. Meet the student emotional needs. Assess student danger to themselves or others. Students: Meet with identified students daily. Monday – Friday during school hours; Meet with 10-12 students per day; Individual student sessions are 0.5 hr per student per week or as needed. Families: Five identified families per month will be visited at hours convenient for parents. Focus on family visits are to include awareness, strategies to assist student, and other identified supports. The hours scheduled for family visits may come from a modified/flex work schedule on these days.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Goal #2 - Mathematics</td>
<td>4000-4999: Books And Supplies</td>
<td>$10,000.00</td>
<td>Based on data unavailable at the time of this plan’s submission deadline including but not limited to midyear release of funds, categorical program needs, changes in program needs and/or student needs may require adjustments to planned programs and expenditures. One Priority for these funds is class sets of Chromebooks for Social Studies, mathematics, Special Education Classes and Science up to $100,000. A second priority for these funds is other unfunded programs such as; teacher release for data teams and peer observations, after school tutoring, teacher 6th period assignments, travel and conferences for professional development, AP training for teachers, and web-hosted software/programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromebooks for classes</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

**Title I Total Expenditures:** $251,952.00

**Title I Allocation Balance:** $0.00

**Hemet High School Total Expenditures:** $402,752.00