

# The Single Plan for Student Achievement

**School:** Arroyo Grande High School  
**CDS Code:** 40-68759-4030557  
**District:** Lucia Mar Unified School District  
**Principal:** Dan Neff  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

**Contact Person:** Dan Neff  
**Position:** Principal  
**Phone Number:** (805) 474-3200 ext 2280  
**Address:** 495 Valley Rd.  
Arroyo Grande, CA 93420  
**E-mail Address:** dan.neff@lmsud.org

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

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## School Vision and Mission

### Arroyo Grande High School's Vision and Mission Statements

#### Vision Statement

Arroyo Grande High School strives to be an inclusive community where students excel in character, academics, athletics, and the arts.

#### Mission Statement

The staff at Arroyo Grande High School strives to serve our community by being an attentive, knowledgeable, and invested staff to ensure our students are college and career ready.

#### Expected Schoolwide Learning Results (ESLR's)

##### An EFFECTIVE COMMUNICATOR...

Successfully receives and imparts information through speaking, writing, reading, listening, fine arts, and technology.

##### A COMPLEX THINKER...

Assesses a variety of resources, looks for multiple solutions to a problem, is intellectually curious, using creative and critical thinking.

##### An INDEPENDENT LEARNER...

Makes valid judgments about what to learn, how to learn it, and assesses the result. Learning independently does not imply learning alone.

##### A QUALITY PRODUCER...

Uses appropriate resources and technology to create and assess products that achieve their purpose, are appropriate to the intended audience and reflect pride in craftsmanship.

##### A COLLABORATIVE LEARNER...

Uses appropriate social skills to work effectively with people varying in gender, race, attitudes, ability and cultural background with consideration and mutual respect.

The mission statement and ESLR's are guiding principles that the staff at Arroyo Grande High School use in developing curriculum and instruction to help our students succeed. They are posted in every room on campus, along with the following belief statement. We are currently looking at changing our ESLR's to incorporate the 21st Century Skills and new district vision and beliefs.

#### AGHS BELIEF SYSTEM

The following is a list of belief statements about teaching and learning at Arroyo Grande High School. Specific instructional practices related to these beliefs are determined by each individual department.

## School Profile

#### STUDENT LEARNING

- Every student can learn
- Students learn at different rates

#### TEACHERS/SCHOOL ROLE IN THE LEARNING PROCESS

- The teacher's/school's role is to facilitate and maximize the learning process for all students
- Teachers/schools make a difference in student success

#### OUTCOMES

- Outcomes are what we expect students to know and be able to do when they complete school (Expected Schoolwide Learning Results – ESLR's) and at the conclusion of each course (Course Outcomes and Standards)
- Outcomes and standards drive instructional practices

## INSTRUCTION

- All instruction should be related to expected outcomes and standards
- Teachers will effectively use a variety of instructional strategies to support student learning

## ASSESSMENT

- Assessment should relate directly to instruction and expected outcomes
- Students should have multiple opportunities to demonstrate mastery of an outcome (minimum of two)

The staff, students, and parents of Arroyo Grande High School are focused on student achievement. Consistently, we have made excellent growth in our API and AYP, and over the last 3 years we have made growth on the CAASSP. AGHS has also had success in other measures such as AP results, CAHSEE results, student and staff recognition, PSAT, SAT and ACT results, graduation rates, and the number of extra-curricular clubs and activities. These achievements show that our students are making progress towards the realization of our mission and goals. We have had other positive academic and social indicators that point to our successes as well: the number of Advanced Placement tests increased while the pass rate stayed just below the 70% level, A-G completion rates are near 50%, graduation rates are over 99%, our last CHKS survey showed bullying and harassment on the AGHS campus was down, and Newsweek, U.S. News and World Report, and The Washington Post ranked Arroyo Grande High School as one of the top high schools in the nation.

## School Profile/Demographics

Arroyo Grande High School is located in the city of Arroyo Grande, on the central coast, half-way between San Francisco and Los Angeles. The local economy is a mix of agriculture, tourism, and public and private business employment. Arroyo Grande High School is part of the Lucia Mar Unified School District, the largest district in San Luis Obispo County. The district covers 550 square miles and serves approximately 10,700 students. The district maintains eleven elementary schools, three middle schools, two comprehensive high schools, one technology high school, one continuation high school, and an adult education program.

Arroyo Grande High School is housed on a 69-acre campus. The school is divided into two distinct areas with two-thirds of the teaching staff on the "100" side and the remaining on the "900" side. The gymnasium, physical education facilities, and the stadium separate the two sides. The physical plant is a hub of the community and is utilized all day and all year. Cuesta Community College offers several evening classes throughout the year, forty one courses will be offered this school year. The school recently completed and opened a new state of the art Agricultural Facility, including six new classrooms, and we are currently in the process of adding equipment and machinery to those classrooms to finish off our pathways.

## Special Programs and Opportunities for Student Success

Arroyo Grande High School is committed to providing all students with the opportunities and tools to complete our high school requirements and pursue a successful life. Expectations for students to meet similar graduation requirements and have access to college required courses are supported through many different programs. The following are programs available to students: AVID (Advancement Via Individual Determination), Alternative Program, Opportunity Program, The PG&E Energy Academy, ELL/ELD program, Support Classes, Instructional Aides, Literacy Tutors, Reading Specialists, 9th grade Literacy Program, Lunch and After School Tutoring, Late-Start Monday Tutoring, At-Risk Advisors, Teen Health, and Student Support Center/Healthy Start.

## Instruction

- Academic strands are available to students to provide support and career experiences
- School-wide service programs will support students
- Students will be heterogeneously grouped whenever possible
- Provide technologies required for instructional enhancement
- Provide instructional materials, software and equipment to increase student learning
- Provide Professional Development to staff to keep them abreast of latest teaching methodologies to ensure student success in the classroom
- Accommodate and modify instruction to meet the needs of special population students (including: ELD, Special Education, Title I).

## Accountability

- The master schedule will be built according to student requests and academic needs to ensure that students are receiving the courses they need to be successful.
- Arroyo Grande High School will have "Late Start Mondays" every week to provide staff development opportunities on a school-wide basis.

- The district has seven identified 21st Century Skills (Communication, Critical Thinking, Teamwork, Technology, Self-Direction, Innovation, and Global Awareness); this year, teachers will receive professional development in the areas of Technology (Google), Professional Learning Communities (PLC's) and data, and curriculum updates using the newly adopted textbooks.
- The Instructional Support Team has developed a professional development calendar over the last 4 years which includes the following topics: student shadowing, critical thinking, Formative Assessment FOR Learning, collaboration, AVID Strategies for Reading and Writing, Marking the Text, Standards and Objectives, Understanding by Design (UbD), the Common Core State Standards and the integration of technology for learning.
- Staff will be provided opportunities to attend workshops that have been generated by our own TOSA's on Late Start Monday's. All staff continually updates us with technology needs and we provide In-House support and training on the latest technology and trends. Our goal is to have more of our teachers Level I Google certified by the end of the year.
- The library, computer labs, as well as all of the classes will be equipped with technology to support all learning modalities and provide students the latest in innovative research and instructional practices.
- Reading, English, Social Science, Math and Science support classes and tutoring will be offered to qualified students.
- This year is the fourth consecutive year that we offered the PSAT school-wide to all sophomores in March, with freshman and juniors allowed to take it as well at their expense in October during the school day. We had an approximate 95% participation rate amongst sophomores, and students were engaged taking the PSAT serious.

### Conclusion

Arroyo Grande High School is dedicated to ensuring that all students reach proficiency in all subject areas. Over the past eight years, our students have made tremendous gains in their test scores and when we had the API, we had consistently hit the state goal of 800 . We have out-performed several other high schools in our county despite our greater diversity and higher number of low socio-economic students. We have also made a concerted effort to teach to the standards and develop common assessments in all of our subject areas. We have made excellent progress in working with our at-risk, special education, and English-Learner students. Over the course of the last several years, we have aggressively engaged in the development of our "Pathways", a series of classes in a designated pathway geared at giving students experience in careers of interests outside of traditional schooling and universities, and made it one of our priorities for students graduating from Arroyo Grande High School, being College or Career ready.

The staff at Arroyo Grande High School continues to monitor and adjust our academic program to meet the needs of our students. There have been several changes to course offerings as well as new courses that have been developed to help our students be more successful at Arroyo Grande High School, as well as in the future. Our EAP courses in both English and math, support classes in Algebra 1, additional AVID sections, and a placement system for incoming freshman for Math and English based on data are a few examples that are making us successful. We continue to look at our low achieving students and trying to find ways to help them raise their academic abilities. Recently, we started a course for Limited English Proficient students that do not have another support class in their schedule. This class has been instrumental in helping the LEP students pass their regular English classes. This year we will be continuing our Long Term EL support class based on AVID strategies and we have also purchased additional Chrome Books for our English Language Learners. Another goal has been to find ways to help our Alternative students recover lost credits. We will be continuing the same credit recovery program that they use in Adult Education in our support classes for these students, as well as working with these students individually to make up the credits as soon as they become deficient, before it is too late. Our goal is to help them make up any credits missed as a freshman and sophomore and assist them in obtaining their high school diploma.

## 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).

This year we surveyed the teachers before school started as to their needs and desires for professional development. Based on these results the admin and Instructional Leadership Team (ILT)-TOSAs and Dept Chairs redesigned the late start Monday time. Departments were provided more time to address their needs, including new text book adoptions, as well as multiple offerings of technology based learning sessions that teachers can choose from both semesters. Whole staff meetings were brought back to allow for improved communication between admin and faculty as well as incorporating climate building activities led by the student

leadership program. Additional surveys are offered at the end of each tech focused late start Monday session as well as an end of the year survey will be conducted to measure satisfaction levels and needs for next year.

Parent and Students: These were limited to mostly informal communication via in person conversations and email with the admin and staff. Students provide input through the Student Senate that meets quarterly throughout the year.

### **Classroom Observations**

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

Classroom observations happen on a daily basis by the Principal, Assistant Principal, and the Area Administrators. Through the EP&R's, walk-through observations, and the formal observations used in the evaluation process, the Administration and teachers work together to ensure student learning and student success.

### **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)

Although the data from the CAASPP assessment is difficult to dis-aggregate due to only grade 11 being tested, we continue to see improvement in our results. Additionally, our DWA results have improved each year. This year we are working with the other high schools and the district office to use the Illuminate program for common assessments in English and Math courses.

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

Over the course of the last three years, formative and common formative assessments have been a focus at Arroyo Grande High School. Teachers have worked diligently to get their departments and curriculum in line with the Common Core State Standards and the use of PLC's is starting to become the culture at Arroyo Grande High School. With this, we can now turn our focus to the use of data and data to drive our instruction. Recently our district office has purchased the Illuminate program and we are implementing its use in our ELA and Math courses.

### **Staffing and Professional Development**

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

Admin meets with the TOSAs about every other week and with the department chairs once a month. During these meetings we discuss where our professional development is going and where the needs are by the school, by departments, as well as by teachers.

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

A 100% of our teachers at Arroyo Grande High School are either credentialed in their subject area or approved through the School Board due to their expertise in a subject area. Within our large teaching staff, we do most of our Professional Development "In-House", using our own teachers as they are very skilled and we can tailor our professional development to suit our needs. For instance, we have Google Certified trainers on our staff so we frequently offer different workshops on Google products depending on what teachers need and what they ask for. We are on a constant search for teachers with skills that could be of value and we are always open to ideas and teaching practices that teachers bring forward to the admin and TOSAs.

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

The ILT consists of Administration, Department Chairs, and Teachers. Their job is to ensure student success and student learning by making sure the professional development and the curriculum align with that of the state standards and that it also meets the needs of the staff. This year, we have put into place many more options for the staff during the late start monday sessions to meet their various needs and desires for growth.

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

Teachers are supported from their designated administrator, their department chairs, the ILT, and if they are in their first 2 years, they are assigned a TIP mentor to help guide them through the teaching process. At Arroyo Grande High School, each department is also granted planning days and separate days to collaborate with other teachers whenever they desire. We also have 32 days designated as "Late Start Mondays", where school starts 1 1/2 hours later than normal where teachers either get some sort of professional development or they are in collaboration with another staff member.

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

We have 32 days designated as "Late Start Monday's", where school starts 1 1/2 hours later than normal where teachers either get some sort of professional development or they are in collaboration with another staff member. Also included in our schedule are 9 "Early Release" days where teachers collaborate as well. Outside of this, teachers are free to approach administration and ask for additional days off as well if they need time to collaborate or work on curriculum.

### Teaching and Learning

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

Through the ILT, teachers and departments are regularly refine their units and lessons for curriculum review.

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

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

Our Master Schedule reflects the numerous intervention courses we have at Arroyo Grande High School and their placement is precise in order to suit the needs of our students.

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

Any and all materials needed by the teachers and staff at Arroyo Grande High School are purchased each year using the provided department budgets.

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)

Every class at our school is aligned to their state standards, the common core standards, the AP/College Board standards, and if possible, they are UC/CSU approved.

#### Opportunity and Equal Educational Access

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

Arroyo Grande High School provides both social and academic services to enable our under performing students help meet the ESEA standards. We have allocated extra funds for counseling such as grief, weight management, bullying, suicide, self-esteem, and gangs. We have also provided funding for extra sections for interventions, such as Opportunity classes, reading support classes, and after school and night tutoring.

14. Research-based educational practices to raise student achievement

Research based educational practices are discussed between the teachers and administration. Additionally, these discussions occur within the ILT and the staff as a whole.

#### Parental Involvement

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

AGHS works tirelessly within our ELD population and our Title I population to get families involved and to get them resources they need to be successful. One of our full time teachers within the community hosts different events trying to get parent involvement. AGHS has many different financial resources, and we have a Student Advocate this year who works wonders with this population to provide them the proper resources.

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)

AGHS works tirelessly within our ELD population and our Title I population to get families involved and to get them resources they need to be successful. Each year the department chair for our ELD program makes personal communication with the parents of our ELD students as well as organizes and hosts our ELAC meetings.

#### Funding

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

Student Advocate, social counseling, after-school and night-tutoring, tutoring on late start Mondays, classes aimed directly at low performing students, such as the Opportunity program.

18. Fiscal support (EPC)

Most of the funding is through the 0709 and 3010, however we have used funds from the general funds to help support our ELL and ELD students.

### **Description of Barriers and Related School Goals**

Barriers that stood in the way of our school goals:

1. We currently have over 400 chrome books that will be end of life this summer. Some are already unusable due to broken components-batteries, keys, etc.
2. The amount of Chromebooks and/or devices needed to implement and improve 21st century skill development across all subjects.

3. Teacher time to collaborate on curriculum and assessments.
4. Up to date textbooks science, social studies and various electives.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	1			0			0			0.0		
Grade 11	537	523	512	498	476	483	494	471	483	92.7	90.8	94.3
All Grades	538	523	512	498	476	483	494	471	483	92.6	90.8	94.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*			*			*		
Grade 11	2568.7	2580.9	2606.4	13	16	27.12	34	35	31.26	28	28	26.29	24	20	15.32
All Grades	N/A	N/A	N/A	13	16	27.12	34	35	31.26	28	28	26.29	24	20	15.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	33	28	36.65	46	50	46.58	21	21	16.77
All Grades	33	28	36.65	46	50	46.58	21	21	16.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	15	22	34.78	57	51	44.10	28	27	21.12
All Grades	15	22	34.78	57	51	44.10	28	27	21.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	15	15	28.57	60	65	59.21	25	21	12.22
All Grades	15	15	28.57	60	65	59.21	25	21	12.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	16	27	32.09	60	54	51.97	24	19	15.94
All Grades	16	27	32.09	60	54	51.97	24	19	15.94

**Conclusions based on this data:**

1. The overall trend in our student's achievement in English at AGHS continues to increase. More importantly, AGHS is seeing increases in the percentage of students exceeding the standard and a decrease in those nearly meeting the standards and below standard, meaning we are moving more students to meet or exceed the standard. Also, AGHS demonstrated an overall improvement in all four of the English Language Arts sub groups: Reading, Writing, Listening, and Research/Inquiry.
2. The largest gains in all four areas were in the percentage in students exceeding the standard. This can be attributed to a continued focus in the English dept to provide a standards based curriculum with assessments that provide similar experiences to the CAASPP. Additionally, the departments continue to infuse more project and inquiry based learning, coupled with increased usage of technology for learning give more assessment opportunities that mimic the CAASPP testing environment.
3. Our smallest gains came in "listening" skills, which had an overall improvement of 4% of students fewer below standards. I believe this sub-group is the hardest to measure in the day-to day teaching, especially with larger class sizes. The only way to affect change is to start assessing listening and communication skills based on "Rubrics" and give students honest feedback and support based on their performance on these 21st Century Skills.

# School and Student Performance Data

## CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	1			0			0			0.0		
Grade 11	537	523	511	495	474	480	495	471	480	92.2	90.6	93.9
All Grades	538	523	511	495	474	480	495	471	480	92.0	90.6	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*			*			*		
Grade 11	2520.2	2578.2	2586.0	4	11	14.17	14	24	23.96	24	28	26.88	58	37	35.00
All Grades	N/A	N/A	N/A	4	11	14.17	14	24	23.96	24	28	26.88	58	37	35.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	12	21	24.17	31	36	35.42	57	43	40.42
All Grades	12	21	24.17	31	36	35.42	57	43	40.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	6	13	15.83	51	55	48.96	43	31	35.21
All Grades	6	13	15.83	51	55	48.96	43	31	35.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 8	*			*			*		
Grade 11	5	19	20.00	51	55	54.79	44	25	25.21
All Grades	5	19	20.00	51	55	54.79	44	25	25.21

**Conclusions based on this data:**

1. The overall AGHS math scores continue to increase with the most improvement in the percentage of students above the standard (+3%) and this may be attributed to the Math department's continual work to transition to CCSS. During our Late Start Monday's, teachers having time to collaborate and work on curriculum and assessments, and the recent movement to new curriculum has also played a major factor with our increased test scores.
2. Our largest area of growth was "concepts and procedures" (+3%), which is a focus of our math instruction
3. AGHS still has 35% of their 11th graders who have not met the Overall Standards set forth by the State. In addition, 27% are nearly met but are not there yet, but with this being only the 3rd year of implementation, it will continue to take time before students are all of the way cycled through (K-11) in CCSS curriculum. While 37% can be seen as a significant percentage, it must be remembered that the CAASPP assessment tests through Algebra 2 and we have students (special education, certain CTE pathway, etc) that do not take or successfully complete an Alg 2 course. We continue to work with those students to make sure they are appropriately challenged.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		6	10	39	36	52	39	36	24	21	12	10		9	5
10	13	4	4	45	44	32	28	37	43	5	7	18	10	7	4
11	12	10	11	34	50	32	24	20	47	24	13	11	5	7	
12	14	10	28	57	21	28	14	34	24	14	34	16			4
<b>Total</b>	10	8	13	43	38	35	26	32	34	16	17	14	4	6	3

#### Conclusions based on this data:

- Over the last 3 years of data, we can conclude that we have a small number of Beginning students (Level 1) for two primary reasons. 1) We do not have a high number of Newcomer enrollments. 2) Newcomers that do enroll in our school enter an accelerated English acquisition program in which they move up progressively in CELDT levels.
- Most of our English Learners have been consistently testing at the Early Advanced CELDT level (4) followed by the Intermediate CELDT level (3). It is safe to say that most of our EL students in the last 3 years have met the district's reclassification criteria or are in close proximity of doing so in regards to CELDT scores.
- The ongoing district-wide EL interventions in the earlier grades reflect a substantial increase in higher CELDT levels for high school EL students in the last 3 years by comparison. For those students who have less than 5 years of EL instruction, the high school provides those students with interventions which generally result in upper mobility.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	3	6	12	40	34	46	37	37	19	20	11	8		11	15
<b>10</b>	12	3	3	42	41	28	28	38	38	9	10	16	9	7	16
<b>11</b>	12	10	10	34	52	29	24	19	43	24	13	10	5	6	10
<b>12</b>	14	10	28	55	20	28	14	33	24	17	33	16		3	4
<b>Total</b>	10	7	13	42	37	33	26	32	31	17	17	13	4	7	12

#### Conclusions based on this data:

1. Based on this data, we can conclude that we have more EL students in advanced CELDT Level 5 than in the Beginning CELDT Level 1 by comparison.
2. In terms of grade level, it appears grade 12 has done consistently better followed by grade 11 as demonstrated by this data.
3. Since more students are grouped together in level (3) and (4), it leaves room for improvement to help students move towards the advanced Level (5).

**District Assessments**

**NWEA MAP**

**Reading**

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth

**Math**

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met

**District Writing Assessment (DWA)**

<b>Grade</b>	<b>Average Score</b>
<b>9</b>	6.91
<b>10</b>	7.02
<b>11</b>	7.50

**ReadiStep College and Career Readiness**

<b>Grade</b>	<b>2016</b>		<b>2015</b>		<b>2014</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Eighth						

**PSAT College and Career Readiness**

<b>Grade</b>	<b>2016</b>		<b>2015</b>		<b>2014</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Sophomores	517	48%	471	41%	482	40.9%
Juniors	221	74%	186	61.8%	226	69%

## School District Goals

### Lucia Mar Unified School District Goals

**Student Success:** LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

**Goal #1:** **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

**Goal #2:** **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

**Goal #3:** **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

**Goal # 4:** **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

The AGHS Single Plan for Student Achievement is aligned with the District goals as it aims to increase student achievement, to have students college and career ready when they leave AGHS, and to have every student ready to take on the world with the acquisition of 21st Century Skills in their daily learning at AGHS.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Achievement</b>
<b>Lucia Mar Unified School District Goal:</b>
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 <sup>st</sup> Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
<b>SCHOOL GOAL #1:</b>
Via Professional Learning Communities and devoted collaboration time on Late Start Mondays, staff will continue to frequently meet, collaborate, review and examine student achievement data (with an emphasis on English and Math) to inform instruction and revise curriculum to align with essential standards and integrate 21st Century student learner outcomes.
<b>Data Used to Form this Goal:</b>
Common Formative Assessments (using Illuminate), Common Summative Assessments (using Illuminate), Rubric development across departments, Interventions, Grades, SAT, ACT and PSAT score data.
<b>Findings from the Analysis of this Data:</b>
As we move to the new standards across all departments, we find that teachers continue to need collaborative time, resources, and tools to examine assessment data.
<b>How the School will Evaluate the Progress of this Goal:</b>
This goal will be evaluated through the administration's and TOSA's work with the department chairs and individual teachers work with the development and use of common assessments, and the disaggregation of student data with those common assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will be provided release time and or paid extra duty to collaborate within and outside of their classes/departments to refine curriculum, assessments and instruction to account for new text book adoptions and or the new student data and assessment	August - June	TOSAs Principal Asst. Principal Department Chairs	Certificated Teacher Subs	1000-1999: Certificated	3010	2000
			Certificated Teacher Subs	1000-1999: Certificated Personnel Salaries	4035	2515

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
program, Illuminate. Additionally, sub coverage will be provided for teachers attending professional development conferences/training.			Certificated Teacher Subs	1000-1999: Certificated Personnel Salaries	0709	4000
			Certificated Teacher Extra Duty pay	1000-1999: Certificated Personnel Salaries	4035	1500
Site coordination for our AVID program	August - June	Principal AVID Site Coordinator	Certificated Teacher Section (.2 FTE)	1000-1999: Certificated Personnel Salaries	3010	19200
CSR position to support Math instruction in our ELD and Newcomer programs	Sept- May	Principal ELD Dept chair	Class size Reduction Teacher	1000-1999: Certificated Personnel Salaries	3010	16500
			Class size Reduction Teacher	1000-1999: Certificated Personnel Salaries	4203	5486
Tutoring labs for students in various courses-Math, ELA, and Science, etc. These labs are offered before, during lunch, and after school and at night.	September - June	Principal Asst. Principal	Teacher Extra Duty Pay	1000-1999: Certificated Personnel Salaries	3010	8000
			Teacher Extra Duty Pay	1000-1999: Certificated Personnel Salaries	0709	5000
Instructional Assistant support for tutoring	Sept - March	Principal	IA extra duty pay	1000-1999: Certificated Personnel Salaries	3010	1000
provide supplemental classroom literacy support materials	Aug-June	Principal	Supplemental classroom literacy support materials	4000-4999: Books And Supplies	3010	1000
provide supplemental instructional materials	Aug-June	Principal Dept Chairs	supplemental instructional materials	4000-4999: Books And Supplies	0709	22103
provide supplemental software for Math courses	Aug-June	Principal Asst. Principal Math Dept Chair	software subscription purchase for KUDA program	4000-4999: Books And Supplies	3010	1075

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			software subscription purchase for KUDA program	4000-4999: Books And Supplies	0709	1000
provide software support contract for supplemental program in remedial and foundation Math courses	Aug-June	Principal Asst. Principal Math Dept Chair	license purchases (per student) for the ALEKS program	5000-5999: Services And Other Operating Expenditures	3010	4000
			license purchases (per student) for the ALEKS program	5000-5999: Services And Other Operating Expenditures	0709	3000
provide program supplies/materials for professional development	Aug-June	Principal Asst. Principal Area Administrators	program supplies/materials for professional development	4000-4999: Books And Supplies	4035	1464

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: School Climate</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
<b>SCHOOL GOAL #2:</b>
In order to Engage, Challenge, and Inspire students, all students need to feel safe and secure at AGHS and have access and equity to rigorous and challenging curriculum that develops the 21st Century skills, with a focus on underserved groups.
<b>Data Used to Form this Goal:</b>
WASC report, Common Formative Assessments, CELDT data, CASSPP Data, A-G Completion rates, CTE Pathways, Intervention programs, Aeries Grades, Gender enrollment, Demographic enrollment, Data on students with 504's and IEP's, Graduation rates, AP participation and AP Program, Attendance rates, Tardy rates, Suspension and Expulsion rates, Healthy Start survey, Counseling Data.
<b>Findings from the Analysis of this Data:</b>
The data shows there is a solid existing communication structure between stakeholders. However, the focus of the communication needs to improve for the under served, such as the the Title I students, the Homeless students, and our ELL population. We also found that our minority populations (Hispanic/Latino) are being under served and would like improved communication with the home.
<b>How the School will Evaluate the Progress of this Goal:</b>
The administration, SSC, ELAC committee, TOSAs and Department Chairs and ILT work to evaluate our current methods of communication and how effective they are with our stake holders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Management and disbursement of over \$250000 in yearly scholarships for student of need to support their post secondary college and career pursuits	Aug-June	Principal Counselor Business Office Supervisor	Clerical Overtime	2000-2999: Classified Personnel Salaries	3010	8000
Provide classified support at various parent information night events- technology, translation, library, etc.	Sept - June	Principal Counselor	Classified Extra Duty	2000-2999: Classified Personnel Salaries	3010	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cover fingerprinting costs for parent and coach volunteers who work with students.	Aug-June	Principal Athletic Director	fingerprinting fee coverage	5800: Professional/Consulting Services And Operating Expenditures	3010	300
Provide additional mental health counseling services	September - June	Principal Psychologists Counselors	mental health counseling contracts	5800: Professional/Consulting Services And Operating Expenditures	3010	2000
Provide field trips for under represented students to local colleges	August- June	Principal	bus transportation fees	5000-5999: Services And Other Operating Expenditures	3010	1000
			bus transportation fees	5000-5999: Services And Other Operating Expenditures	0709	400
Provide additional resources for the Health Services Office for a Student Advocate position. In addition, AGHS has allocated its 2,000 dollars of bullying prevention to this position as well. Carry over monies from 16-17 3010 funds are being used to support this	August - June	Principal Director of Student Services	Certificated Pupil Support Salary	1000-1999: Certificated Personnel Salaries		12500
Provide materials for Title 1 Parent Education events	Aug-June	Principal	parent education supplies and materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1937

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Future Ready Education</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
<b>SCHOOL GOAL #3:</b>
In order to Engage, Challenge, and Inspire students and to ensure that all students are prepared for college and career, the AGHS staff will learn and apply new technologies to enhance instructional practices that enrich content and that promote an increase in engaged student learning. The integration and implementation of new technologies will be aligned with the Common Core and promote student learning, academic success, 21st Century Skills, and post high school educational opportunities.
<b>Data Used to Form this Goal:</b>
All teachers at AGHS were surveyed on their current instructional practices in regards to technology, their use of technology in the classroom, and their use of the Google platform. We also surveyed the Parents, students and Staff using the Bright Bytes survey last year.
<b>Findings from the Analysis of this Data:</b>
The data showed that a majority of our students (96%) have the internet at home and that a majority of our students (96%) have access to a computer at home that allows them to get on the internet and to work on school projects. A staff survey focused on staff use of technology for learning showed increases in comfort of use and ability to use to enhance student learning. Additionally, staff provided data in the survey on their desires and needs in professional development in the use of technology to enhance learning for students.
<b>How the School will Evaluate the Progress of this Goal:</b>
The administration, TOSAs and department chairs will evaluate how teachers progress with the new technology we provide, by the number of teachers who pass the Level One Google Certification, the number of teachers who pass Level Two Google Certification, the number of teachers who develop units based on technology and inquiry based learning, and how teaching and learning changes at AGHS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Replace (refresh) of over 400 chrome books that come to end of life this year and have over 4 years of use,	November - March	Principal Area Administrator ITS Field Tech	Chrome book purchase	4000-4999: Books And Supplies		32000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
resulting in failing parts. Carry over monies from 16-17 from the following are being used: gen fund, lottery, 3010, and 0709.			Chrome book purchase	4000-4999: Books And Supplies		27000
			Chrome book purchase	4000-4999: Books And Supplies		35000
purchase additional technology to support increase digital learning opportunities for students and staff . This includes equipment for our intervention programs including, but not limited to, Alternative and ELD.	Aug - June	Principal Area Administrator ITS Field tech	technology purchases under \$500 (chrome books)	4000-4999: Books And Supplies	3010	22500
			technology purchases under \$500 (chrome books)	4000-4999: Books And Supplies	0709	43217
			technology purchases over \$500-chrome book charging carts	4000-4999: Books And Supplies	0709	7000
Career Center development	September - May	Principal Counselor Area Administrator Counseling Technician	materials and supplies for student use	4000-4999: Books And Supplies	0709	2000
Provide compensation for teachers earning Google Educator Certification level 1 or 2.	Nov-June	Principal Area Administrator	teacher extra duty pay	1000-1999: Certificated Personnel Salaries	3010	1500
			teacher extra duty pay	1000-1999: Certificated Personnel Salaries	0709	1400
			teacher extra duty pay	1000-1999: Certificated Personnel Salaries	4035	1500

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Organizational Excellence</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
<b>SCHOOL GOAL #4:</b>
The AGHS staff will maintain and improve existing staff collaboration structures (PLC's, Coaching, peer observations) through strong formal communication systems with all stakeholders (teachers, parents, students, site and district administration).
<b>Data Used to Form this Goal:</b>
WASC report, IST data, surveys, staff feedback
<b>Findings from the Analysis of this Data:</b>
AGHS needs to continue to communicate at the same level or higher with the staff from administration. Teacher to teacher communication should improve as should communication from the school to its stakeholders.
<b>How the School will Evaluate the Progress of this Goal:</b>
The evaluation process will include data collection conducted by the school administration, department chairs, and by the stakeholders (SSC and ELAC). In addition, we will use feedback from our many events we hold at the school with many different sub-groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff and Faculty will be provided opportunities to attend professional development training conferences	Aug - June	Principal Asst. Principal Area Administrators Department Chairs	Travel and Conference fees	5000-5999: Services And Other Operating Expenditures	3010	3000
			Travel and Conference fees	5000-5999: Services And Other Operating Expenditures	0709	2000
			Mileage	5000-5999: Services And Other Operating Expenditures	3010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provide copying services for instructional materials reproduction	Aug- June	Principal	Copy Machine rental and usage monthly fee	5000-5999: Services And Other Operating Expenditures	3010	10000
			Copy Machine rental and usage monthly fee	5000-5999: Services And Other Operating Expenditures	0709	10000
provide materials/duplication of materials for parents	Aug- June	Principal Principal's secretary	duplication/reprographic fees	5000-5999: Services And Other Operating Expenditures	3010	1000
pay for dues/fees for membership to professional organizations-WASC, College Board, etc	Aug- June	Principal Counselor	Dues and professional memberships	5000-5999: Services And Other Operating Expenditures	3010	500
Will fund to bring back a 6.5 hr account technician 1 position to the business office to support the drastically increased amounts of transactions and maintain our record of clean audits. Funded this year with Lottery Carry over monies	Oct-June	Principal	Clerical Salary-Account Technician 1	2000-2999: Classified Personnel Salaries		18000
pay for overtime for Clerical staff to perform extra duties as they arise-ie prepare for audits, etc	Aug-June	Principal	Clerical Overtime	2000-2999: Classified Personnel Salaries	3010	700
provide extra duty compensation for ELD program coordinator to oversee program-student data tracking, communication with parents, facilitate ELAC meetings, etc	Aug-June	Principal	Certificated Extra Duty Pay	1000-1999: Certificated Personnel Salaries	3010	1000
					0709	1000

## Planned Improvements in Student Performance

### School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Communication to Students and participation in school events</b>
<b>Lucia Mar Unified School District Goal:</b>
As part of Organizational Excellence, Lucia Mar will increase communication with stake holder groups.
<b>SCHOOL GOAL:</b>
By June 2018, baseline data of student involvement as measured by participation in school activities will be collected to determine patterns and barriers in order to develop strategies to increase student participation in school activities.
<b>Data Used to Form this Goal:</b>
Attendance data will be collected using scanners and databases at school activities-lunch time, athletic games, dances, student senate, etc.
<b>Findings from the Analysis of this Data:</b>
baseline data does not yet exist. will be used
<b>How the School will Evaluate the Progress of this Goal:</b>
Administration and Student Leadership staff and students will use the data collected to develop strategies to increase participation next year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Using our school website, social media (Instagram, Facebook, Twitter), the new blackboard communication tool, the school bulletin/video bulletin students will be informed about all school events and encouraged to participate. During each event, student participation will be measured by scanning each student's ID with our new scanning system.	Aug-June	Principal Area Administrator Student Leadership staff and students	scanners and database program	4000-4999: Books And Supplies	General Fund	500

## Planned Improvements in Student Performance

### School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT:</b>
Lucia Mar Unified School District Goal:
<b>SCHOOL GOAL:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

### Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	<b>Carryover (distributed in October)</b>	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	<b>Preliminary 2016-2017</b>	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	<b>Hold Harmless 15%</b>								
	<b>Available Resources for Planning</b>	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>\$</b>
	<b>Description</b>								
	<b>Resource Codes</b>	<b>Title I</b>	<b>Title I Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Codes</b>									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							<b>\$2,500.00</b>
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			<b>\$82,785.24</b>
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			<b>\$20,000.00</b>
3000	Classified Benefits 25.32%	6,138				5,505		5,780	<b>\$17,422.95</b>
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	<b>\$20,000.00</b>
3000	<b>Total Benefits</b>	<b>36,362</b>	<b>36,490</b>	<b>7,515</b>	<b>25,293</b>	<b>18,768</b>	<b>-</b>	<b>15,780</b>	<b>\$140,208.19</b>
<b>Subtotal</b>	<b>1000-3000's</b>	<b>181,708</b>	<b>254,990</b>	<b>52,515</b>	<b>181,651</b>	<b>60,049</b>	<b>-</b>	<b>38,607</b>	<b>\$769,520.19</b>
<b>For Page 2</b>	<b>4000-6000's</b>	<b>\$113,587</b>	<b>\$79,182</b>	<b>\$26,922</b>	<b>\$67,312</b>	<b>\$26,134</b>	<b>\$0</b>	<b>\$3,769</b>	<b>\$316,904.81</b>
<b>2017-2018 Projected Preliminary Categorical Budget</b>									
<b>Remaining \$</b>	<b>For 4000 - 6000</b>	<b>113,587</b>	<b>79,182</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>			<b>\$313,135.61</b>
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>5/25/17</b>
	<b>Description</b>								
		<b>Title I Program</b>							
	<b>Resource Codes</b>	<b>Title I</b>	<b>Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Code</b>									
4200	Books and Reference Materials	5000		5000					<b>\$10,000.00</b>
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	<b>\$18,585.00</b>
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				<b>\$26,908.00</b>
5230	Mileage	1,000						1000	<b>\$2,000.00</b>
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating ( Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
<b>4000 - 6000</b>	<b>Total 4000-5000's</b>	<b>113,587</b>	<b>79,181</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>	<b>-</b>	<b>3,769</b>	<b>\$316,905.00</b>
<b>Must match</b>	<b>Total</b>								

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	108275	0.00
Title I Part A: Parent Involvement	1937	0.00
4035	6979	0.00
4203	5486	0.00
0709	102120	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	106,500.00
0709	102,120.00
3010	108,275.00
4035	6,979.00
4203	5,486.00
General Fund	500.00
Title I Part A: Parent Involvement	1,937.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	83,101.00
2000-2999: Classified Personnel Salaries	12,200.00
4000-4999: Books And Supplies	197,796.00
5000-5999: Services And Other Operating Expenditures	35,400.00
5800: Professional/Consulting Services And Operating	2,300.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		12,500.00
4000-4999: Books And Supplies		94,000.00
	0709	1,000.00
1000-1999: Certificated Personnel Salaries	0709	10,400.00
4000-4999: Books And Supplies	0709	75,320.00
5000-5999: Services And Other Operating	0709	15,400.00
1000-1999: Certificated Personnel Salaries	3010	49,200.00
2000-2999: Classified Personnel Salaries	3010	12,200.00
4000-4999: Books And Supplies	3010	24,575.00
5000-5999: Services And Other Operating	3010	20,000.00
5800: Professional/Consulting Services And	3010	2,300.00
1000-1999: Certificated Personnel Salaries	4035	5,515.00
4000-4999: Books And Supplies	4035	1,464.00
1000-1999: Certificated Personnel Salaries	4203	5,486.00
4000-4999: Books And Supplies	General Fund	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,937.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	98,843.00
<b>Goal 2</b>	29,637.00
<b>Goal 3</b>	173,117.00
<b>Goal 4</b>	29,700.00
<b>Goal 5</b>	500.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dan Neff	X				
Ryan Harrigan			X		
Ben Doty		X			
Lori Dixon		X			
Bernardo Salcido		X			
Scott McGlasson		X			
Logan Duarte		X			
Chris Ertman		X			
Julie Solis				X	
Jana Pruettt				X	
Douglas Sumpter				X	
Raju Vachhani				X	
Kayla Bueno					X
Cameron Oster					X
Haley Woods					X
Sara Stipanov					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>4</b>

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 7, 2017.

Attested:

Dan Neff

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Cameron Oster

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Recommendations and Assurances

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Signature

X English Learner Advisory Committee

Paquet Ballesteros

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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6. This SPSA was adopted by the SSC at a public meeting on November 7, 2017.

Attested:

Dan Neff

Typed Name of School Principal

[Signature]

Signature of School Principal

11/7/17

Date

Cameron Oster

Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

11/7/17

Date

## AGHS SAC/School Site Council Meeting Minutes

11/7/17 rm 208

1. Call to order
  - a. \* Distribute sign-in sheet.
  - b. \* Introductions
2. Review and approval of 9/26/17 meeting minutes
  - a. Motion for approval- Adelman
  - b. Second- Doty
  - c. Vote-Unanimous approval
3. Review and approval of Single Plan for Student Achievement
  - a. Mr. Neff went over the SPSA with the committee, reviewing each part and answering any questions that came up.
  - b. Motion for approval- Doty
  - c. Second- Solis
  - d. Vote-Unanimous approval
4. Review calendared dates for remainder of year
  - a. 1/30, 3/20, 5/15
5. Open business
  - a. Ideas for Parent info night/event
    - i. Tech tools/resources info for parents
6. Conclusion of Meeting at 4:20pm