

The Single Plan for Student Achievement

School: Saugus High School
CDS Code: 19-65136-1931740
District: William S. Hart Union High School District
Principal: Bill Bolde
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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: Bill Bolde
Position: Principal
Phone Number: (661) 297-3900
Address: 21900 W. Centurion Way
Saugus, CA 91350
E-mail Address: wbolde@hartdistrict.org

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School Vision and Mission

Saugus High School's Vision and Mission Statements

Mission Statement:

"At Saugus High, we promote all students' learning to ensure personal growth and future success."

Student Learner Outcomes:

Saugus High Students-Will Exhibit College and Career Readiness

Saugus High Students-Will Be Confident and Effective Communicators

Saugus High Students-Will Be Critical and Creative Thinkers

Saugus High Students-Will Demonstrate Citizenship and Integrity

Core Values:

The Saugus High School community is committed to these values for all members. We take pride in our greatest achievement: the success of our students. We do this by:

Challenging all to reach their maximum potential through learning that has personal meaning and extends through their lives;

Creating a community that respects the diversity of our members and the value of the importance of each member;

Building a safe and supportive environment that fosters success and allows for risk taking;

Establishing relationships that are based on respect and integrity;

Behaving in honorable ways and being accountable for our actions.

Motto:

" We don't just teach students...we develop people who build better tomorrows."

School Profile

Saugus High School, a part of the William S. Hart Union High School District, opened in 1975 with only 9th and 10th graders. Today, it has grown to its current student population of approximately 2,400 students, encompassing grades nine through twelve. Saugus High is one of six comprehensive high schools in the District, which also includes six junior high schools, a continuation high school, an independent study high school, one middle-college high school and an adult school. Located on the northern edge of Los Angeles County, the school primarily serves students from the Saugus and Valencia areas within the City of Santa Clarita, the third largest city in Los Angeles County, and 24th largest in the State based upon the 2010 Census with a population of 177,601 people. Saugus High serves a population generally considered middle-class. Santa Clarita employees are distributed as follows: more than one-third in the services sector, followed by 18% in retail and wholesale trade. Manufacturing is the third largest employment sector at 13%. A majority of the parents work in downtown Los Angeles or in the San Fernando Valley and choose to commute to allow their families to live in a safe community, with schools that share a positive reputation for academic, athletic, and artistic achievement.

The student population at Saugus High is made up of a variety of academically, culturally, and physically diverse students. Along with the school's rigorous college and career-technical preparation, our school provides the following student programs to foster excellence and promote growth: a Regional Occupation Program (ROP), an Armed Forces Reserved Officer's Training Corp (ROTC), Gifted and Talented offerings such as Honors and Advanced Placement (AP), Career Pathways partnered with Project Lead the Way (PLWT) and our Career and Technical Education Program (CTE), a Special Education Program consisting of Special Day Classes (SDC), the Resource Program (RS), a program for students with Emotional Disturbance (ED), and for the past six years, a program for English Language Learners (ELL).

The staff is comprised of 92 teachers, 5 administrators, 6 counselors, 1.5 psychologist, 1 librarian, 16 clerical staff members, 12 custodians and grounds men, 10 Instructional Aides, and 8 Campus Supervisors. Additionally, we have a full time Campus Resource Officer (L.A. County Sheriff's Deputy) stationed on our campus, a full time, district employed, computer technician, and a part time Career Coach (funded through our local community college – COC). Ninety-nine percent of the teaching staff is properly credentialed in his/her current assignment, with 1.0% of the staff comprised of university interns, district interns, short terms staff permits, and those with waivers. Teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California Teaching Credential, and demonstrated competence in core academic subjects.

Saugus High School continues to implement the new Common Core State Standards. The new standards were developed as result of a coordinated effort by the National Governors Association Center for Best Practices. Saugus High School is avidly working with staff members to effectively implement these standards. The Standards were developed by identifying the highest and most effective educational models within the 50 States, as well as in the highest-performing countries around the world. The Common Core State Standards are aligned not only with college-level skills, but very importantly, with workplace skills as well, including definitive expectations which are clear, consistent, and understandable. The Standards include rigorous content, which is applied to knowledge through the use of higher-order thinking skills.

Saugus High is fortunate to have an active Parent Teacher Student Organization (PTSO), School Site Council, booster clubs for both fine arts and athletic programs, English Language Advisory Council (ELAC), and many other parent volunteer programs that support both academics and athletics on campus. Additionally, Saugus has a 501(c) 3 support organization, titled The Centurion Foundation that generate revenue for academics, athletics, and the arts. Working in partnership with the Santa Clarita Valley Chamber of Commerce and the Valencia Industrial Association, community members and teachers continue to raise funds through grants to support academics, fine arts, and other programs.

As stated in our Mission Statement, the faculty, staff, and parents believe that Saugus High School develops responsible, productive students within a safe, supportive environment. By recognizing every student's unique capabilities, the school seeks to challenge and inspire every student to achieve his or her full potential in the life-long adventure of learning and personal growth. By sharing this responsibility, all individuals within the school community benefit from and contribute to the growth of our students as they prepare, develop, and become responsible citizens of the 21st Century.

The certificated staff is divided into the following ethnic groups: 81.4% Caucasian; 7.6% Latino; 1.0% African American; 5.0% Asian; 2.0% Filipino; 1.0% Pacific Islander; and 0% American Indian. The certificated staff is comprised of 47 males and 58 females. One member of the certificated staff holds a doctoral degree, and 47% hold Master's degrees. Two staff members are National Board Certified Teachers.

In 2000, voters in Santa Clarita passed a school bond which provided the District the finances to build new schools and make renovations to others. In 2005 Saugus High School began a \$52 million dollar renovation and construction project. Upon completion of the initial renovation project, an additional \$6 million dollar grant renovation project began in 2012 which funded the construction of the D building. Lastly, after the completion of a \$13 million dollar new 500-seat performing arts center, set to break ground in October of 2015, Saugus High School will have utilized \$71 million dollars in financial resources as a result of the bond/grants to make significant improvements throughout the campus. In September 2015, Saugus celebrated 40 years of excellence.

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).

At Saugus High School the seniors take the Hart District Senior Survey at the end of the school year which reports out the student's post high school plan. For example, the senior could choose the options of college, the military, or a career right away. It also reports if the student received any scholarships or financial aid for college or a vocational school. The freshmen, sophomores, and juniors take a Career Interest Survey through our Naviance counseling software. This survey matches their personality, interests, and motivation towards an appropriate career or college choice. In Fall of 2014, Saugus High conducted a WASC survey of all stakeholders, including teachers, parents, and students to provide perceptual data of Saugus' strengths and weaknesses. Lastly, all staff members are invited to participate in a Administrative evaluation survey at the end of the school year. This survey provides constructive feedback on each administrator's yearly performance.

Classroom Observations

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

Once a month administrators spend the week making classroom visits to observe the Depth of Knowledge " DOK" questions that teachers are asking the students. The administrators record the level of questioning occurring within the classroom. The results of the visits are then shared with the faculty. Thus far the data has shown that teachers are questioning students at the recall/reproduction level, the basic application of skills/concepts level, and the strategic thinking level. In the fall of 2015, the DOK format was updated to include "Students Level of Engagement."

Administrators not only make unofficial classroom visits periodically throughout the year, but also commence on a minimum of two Evaluative Observations each year. These observations and evaluation are then shared with the teacher.

In the fall of 2015 the staff of Saugus High School began Lesson Study. The goal of Lesson Study is to increase student achievement through classroom observation and improve best practices. These are small groups of teachers - from three to five who develop lessons, observe classrooms implementation, analysis data, note specific instructional strategies needed and reteach lesson . After each Lesson Study, members of the observing team convene to reflect on their experiences. Teachers debrief and identify effective instructional practices they will implement in their own classrooms.

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)

Saugus High teachers analyze data including common and formative assessments, CAHSEE data conclusions, EAP results, AP data, A-G rates, CELDT scores, CAASPP results, CST Science data, and SMART goals to modified instruction and improvement student achievement.

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

Through collaborative late start Wednesdays, course-alike teachers review data from assessments to develop and make the necessary changes to the curriculum to help the students master the standards. Additionally, Teachers use District Performance Tasks, formative and summative assessments, and SMART goals to monitor student achievement.

Staffing and Professional Development

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

99% teachers at Saugus High School are highly qualified according to (NCLB) compliance criteria.

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

Teachers participate in District and site level Professional Development throughout the year. The focus of this year's PD will be to implement eight Common Core anchor standards, four each semester. Fall Semester-Reading 1.(R.1) , Writing 1. (W.1), Speaking and Listening 1.(S.L.1), and Math Practice 3.(MP3) and two instructional learning strategies- Increasing Depth of Knowledge (DOK) and differentiated instruction. Spring Semester-Reading 7. (R.7), Writing 7. (W.7), Speaking and Listening 4 (S.L4), and Math Practice 1 (M.P.1) and two instructional learning strategies- Increasing Depth of Knowledge (DOK) and differentiated instruction. Additionally, our Literacy Coach will provide support with the implementation of the Anchor Standards, development of common formative assessments in all subject areas, and continue to further develop the Lesson Study process.

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

Staff development at Saugus High School has focused on the needs of the staff members, including collaboration time within departments to standardize the curriculum according to the state Common Core standards. Teachers are implementing and assessing common core assignments in the classrooms. Professional development is aligned to district professional development goals, WASC goals, SPSA goals, student learner outcomes, and common core standards.

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

Common Core Content Team Leaders/Teachers(Alg1, Geometry 1, Alg2, Eng 9, Eng 10, and Eng 11) are content experts and instructional coaches for other members of their departments, and will continue to support with the implementation of the Common Core State Standards in the 2015-16 school year. This year, with District support, a Literacy Coach position was established at Saugus High School. The coach's responsibilities focuses on supporting teachers with the implementation of Common Core Literacy and math standards, Lesson Study Practice, Differentiation of Instruction, and increasing Depth of Knowledge (DOK). The Literacy Coach will also assist with the development, implementation, and analysis of formative and summative assessments in all content areas. Trainings for the new coach on strategies and techniques to support the implementation of the PD plan will be provided through the District. All PD materials for the academic school year are located in a shared Google Doc so as to provide immediate access for all Saugus staff members. The Saugus PD team and department chairs provide ongoing instructional assistance and support for teachers. New teachers are provided support through the district's PAR and BTSAs programs.

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

All departments meet once or twice a month during professional development time on Wednesday mornings to collaborate with members in their departments.

Teaching and Learning

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

With the Hart District collectively, Saugus has begun implementing CCSS and will continue to align all subjects. Teachers have attended staff development on Standards-Based Instruction (SBI) offered both by the district and at the site professional development days. English and Algebra teachers have developed district-wide instructional guides, assessments, and participated in Structured Teacher Planning Time to further align classroom instruction to the CCSS. As we progress in the implementation phase, teachers and administrators will continue to focus on strengthening core instructional practices, expanding professional learning support and aligning curriculum and assessments with the standards. All classrooms will include more informational reading and writing, critical thinking and use of technology in an effort to assist students in developing their 21st century skills.

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)

Saugus High school has intervention and support classes built into our master schedule to support lower performing students, including English 3D, Algebra Prep, Geometry Prep, Intervention math, SDAIE Algebra and English Learners in ELDIV take a parallel general education English class.

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

The Hart district has aggressively pursued training teachers in SBI and has committed itself to providing standards-based instructional materials in areas for which standards have been published. All students at Saugus High School have access to standard based textbooks and materials that have been approved by the School Board .

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students are provided instructional materials, including intervention materials, that are SBE-adopted and aligned to the current state standards.

Opportunity and Equal Educational Access

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

All students have access to standards based curriculum in the classroom, including services provided through summer programs, after school programs, tutoring before and after school, at lunch, and at our Saturday Study Skills Academy. Additional courses designed to support under performing students, include Parallel support classes, English Language Development courses, analysis of CELDT data levels to support English Learners. Students with disabilities have annual IEP's that outline services in mainstream and special needs classes.

14. Research-based educational practices to raise student achievement

Throughout the year Professional Development Team teachers are trained on research-based educational practices, including Lesson Study, Common Core and differentiation strategies to raise student achievement.

Parental Involvement

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

Resources exist such as Special Education services, Santa Clarita Valley Child and Family Center counseling, ACTION Parent-Teen Support Group, Alternative Day Program, before and after school intervention, Saturday Study Skills Academy, tutoring and study sessions within the school day such as parallel support classes, and groups provide help to all Saugus Students. Saugus High School's EL coordinator holds quarterly English Language Advisory Committee (ELAC) meetings to inform parents about community resources, homework help, understanding transcripts, college and career pathways, and the reclassification process. District English Language Advisory Committees (DELAC) meetings are held quarterly at the district level to achieve similar goals and develop plans to support students English Language Learners. Saugus Counseling department provides parents and students with numerous educational sessions and workshops to promote both academic and social and emotional success. Through Infinite Campus, parents and students can access attendance, grades, and important school information.

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)

Saugus High School has involvement from parents, teachers, students, school personnel and community representatives through PTSO, Site Council, ELAC, Parent and student surveys and Academic Booster Clubs.

Funding

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

Under the auspices of LCFF and as noted in the District LCAP our REACH program helps to motivate under-performing students achieve at a higher level and create equity among all student stakeholders within the school community. Additionally, our Intervention programs help to support our struggle students to achieve academic success. Supplemental funding support our English Language Learners, including a bilingual instructional assistant in the classroom. SSTs are held when students are doing poorly, and Special Education services, 504 accommodation plans, counseling, or other interventions are implemented as appropriate.

Description of Barriers and Related School Goals

One barrier is the achievement gap between under performing and higher performing students and the efficiency and validity of substantive data to determine gap. Our related goal is to have staff review data and modify instruction to meet the needs of all learners, provide staff with resources, trainings, and time to effectively collaborate on best practices to support the academic success of All students.

An additional barrier to improving student achievement is the need for additional time dedicated to professional development as well as teacher collaboration time to address common core implementation ,Differentiation of instruction and Depth of Knowledge. Our related goal is to provide staff with meaningful professional development strategies they can implement in the classroom- to include Lesson Study.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	551	537	97.5	533	2648.9	39	40	15	5
All Grades	551	537	97.5	533		39	40	15	5

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	43	49	8	55	39	6	21	69	10	53	42	6
All Grades	43	49	8	55	39	6	21	69	10	53	42	6

Conclusions based on this data:

1. Above data is depicted in percentages.

Saugus High School tested 534 11th grade students on the ELA Performance, CAASPP. 80% of students met or exceeded the standards on the summative ELA / Literacy section.

2. Though Saugus students performed well on the initial exams, stakeholders recognize there is room for growth, specifically in the number of students performing above standard in the Listening sub-category representing our lowest percentage at 21%.
3. Need for disaggregated data based on subgroups(SPED, Socioeconomically disadvantaged, ELs).

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	551	540	98.0	539	2623.6	18	34	26	21
All Grades	551	540	98.0	539		18	34	26	21

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	28	44	28	31	53	16	27	58	15
All Grades	28	44	28	31	53	16	27	58	15

Conclusions based on this data:

1. Above data is depicted in percentages.

538 Saugus students participated in the Summative Performance Math exam. Of these students, 53% met or exceeded the standard.

2. Need for disaggregated data based on subgroups (SPED, Socioeconomically disadvantaged, ELs)
3. The data reveals the need to improve the number of students scoring At/Near Standard in Problem Solving, Modeling, and Data Analysis. With specific focus on improving the student scoring below standard in Concepts and Procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	11	42	11	42	1	4	2	8	1	4	26
10	5	26	12	63	2	11					19
11	7	41	6	35	3	18	1	6			17
12	6	35	5	29	2	12	3	18	1	6	17
Total	29	37	34	43	8	10	6	8	2	3	79

Conclusions based on this data:

1. The number the English Language Learners attending Saugus High School has stabilized over the past three years. This is indicated in our numbers per grade level, 26- 9th graders, 19- 10th graders, 17- 11th graders, and 17 Seniors.
2. The majority of our students score in the Advanced and Early Advanced categories.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	11	39	11	39	1	4	2	7	3	11	28
10	6	19	18	56	5	16	2	6	1	3	32
11	7	33	7	33	4	19	2	10	1	5	21
12	6	35	5	29	2	12	3	18	1	6	17
Total	30	31	41	42	12	12	9	9	6	6	98

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment by Group

Student Group	Percent of Enrollment		Number of Students	
	2013-14	2014-15	2013-14	2014-15
American Indian	0.29%	0.3%	7	6
African American	2.23%	2.4%	53	59
Asian	3.70%	3.3%	88	80
Filipino	3.87%	3.9%	92	94
Hispanic/Latino	27.57%	28.9%	655	705
Pacific Islander	0.04%	0.1%	1	2
White	58.71%	56.6%	1395	1,380
Multiple/No Response	0%	0.0%	0	0
		Total Enrollment:	2376	2,438

Student Enrollment by Grade

Grade	Number of Students	
	2013-14	2014-15
Kindergarten	0	0
Grade 1	0	0
Grade 2	0	0
Grade 3	0	0
Grade 4	0	0
Grade 5	0	0
Grade 6	0	0
Grade 7	0	0
Grade 8	0	0
Grade 9	638	646
Grade 10	611	639
Grade 11	619	571
Grade 12	508	582
Total Enrollment:	2,376	2438

School and Student Performance Data

2014-15 California High School Exit Exam (CAHSEE) Results

Grade 10 Combined Test English-Language Arts

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	620	577	93.0	43	7.0	397.0	74.0
Male	328	301	92.0	27	8.0	394.0	72.0
Female	292	276	95.0	16	5.0	400.0	76.0

Race/Ethnicity

American Indian or Alaska Native	1	0	0	0	0	0	0
Asian	14	13	93.0	1	7.0	396.0	71.0
Pacific Islander							
Filipino	29	28	97.0	1	3.0	407.0	83.0
Hispanic / Latino	185	170	92.0	15	8.0	389.0	67.0
African American	17	16	94.0	1	6.0	388.0	59.0
White	334	312	93.0	22	7.0	400.0	77.0
Declined to State	40	37	93.0	3	8.0	404.0	85.0

Language Fluency

English Only Students	518	488	94.0	30	6.0	399.0	77.0
Initially Fluent English Proficient (IFEP)	16	15	94.0	1	6.0	407.0	81.0
Redesignated Fluent English Proficient (RFEP)	60	56	93.0	4	7.0	393.0	73.0
English Learner Students	26	18	69.0	8	31.0	358.0	15.0

Economic Status

Non-Economically Disadvantaged Students	527	501	95.0	26	5.0	400.0	78.0
Economically Disadvantaged Students	87	70	80.0	17	20.0	377.0	48.0
Unknown	6	0	0	0	0	0	0

Special Education Program Participation

Students Receiving Services	87	55	63.0	32	37.0	358.0	21.0
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2014-15 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
Mathematics**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	619	566	91.0	53	9.0	397.0	72.0
Male	327	302	92.0	25	8.0	400.0	73.0
Female	292	264	90.0	28	10.0	394.0	70.0

Race/Ethnicity

American Indian or Alaska Native	1	0	0	0	0	0	0
Asian	14	14	100.0	0	0.0	407.0	79.0
Pacific Islander							
Filipino	29	27	93.0	2	7.0	405.0	72.0
Hispanic / Latino	185	161	87.0	24	13.0	388.0	63.0
African American	16	15	94.0	1	6.0	391.0	75.0
White	334	310	93.0	24	7.0	400.0	75.0
Declined to State	40	38	95.0	2	5.0	410.0	83.0

Language Fluency

English Only Students	518	480	93.0	38	7.0	399.0	75.0
Initially Fluent English Proficient (IFEP)	16	15	94.0	1	6.0	400.0	75.0
Redesignated Fluent English Proficient (RFEP)	59	53	90.0	6	10.0	391.0	59.0
English Learner Students	26	18	69.0	8	31.0	367.0	31.0

Economic Status

Non-Economically Disadvantaged Students	527	492	93.0	35	7.0	400.0	75.0
Economically Disadvantaged Students	86	68	79.0	18	21.0	378.0	55.0
Unknown	6	0	0	0	0	0	0

Special Education Program Participation

Students Receiving Services	86	48	56.0	38	44.0	359.0	22.0
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Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English
SCHOOL GOAL #1:
Increase Literacy among all students and decrease the achievement gap between high and low performing subgroups. Aligned with LCAP goal #2 and#5
Data Used to Form this Goal:
Data that was used to form this goal was taken from the English-Language Arts Adequate Yearly Progress (AYP) results, and CAASPP
Findings from the Analysis of this Data:
AYP Achievement Gap data exists in all subgroup scores for ELA . Scores, indicated parenthetically, reflect AYP for “Percent At or Above Proficient”. Specifically for ELA scores, White (75) and *Asian (88.5) students outperformed Hispanic (59), Socio-Economically Disadvantaged (46), EL (-1), and SPED (25) students. ELA CAASPP data indicates that 82% of Saugus’ White students Met or Exceeded the standard, while 72% of Hispanic or Latino subgroup Met or Exceeded the standard. The professional development team will play a large role in assisting the staff in achieving this goal as they will provide the strategies necessary to increase reading, writing, speaking, and listening in all content areas. Once provided with professional development, it will be expected that teachers in all courses embed these literacy components as part of their regular curriculum and assessment plans. The implementation of Common Core State Standards calls for all content areas to embed literacy to support student learning in the subject-specific content as well as prepare students for the expectations they will face in future college and career endeavors.
How the School will Evaluate the Progress of this Goal:
Saugus will evaluate the progress of this goal through common assessments , Data analysis, SMART Goal development, implementation of SG Action Plans, EAP results, and review and modification of instruction by departments and grade levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards Teachers will continue to be trained in Common Core Standards both at Site and District levels. During collaboration time, departments will continue to develop pacing guides, common assessments, and common rubrics.	Ongoing	District Trainers Site-based Trainers Department Chairs	Salaries for district and site trainers	1000-1999: Certificated Personnel Salaries	District Funded	
Improvement of instructional strategies and materials This will occur through training and through support for new teachers from PAR	Ongoing	District Trainers Site-based Trainers PAR Consultants Site Administration	Salaries for district and site trainers and PAR teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Staff development and professional collaboration of all staff in literacy strategies across all departments and implementation of Common Core to include semester anchor standards, differentiation and increased Depth of Knowledge: Teachers will meet on minimum days and staff development days, and PD days. Teacher Collaboration time will be embedded within the school day with the Late Start Wednesday. SDAIE teacher training Lesson study	Ongoing	Site Administration PD team	Meeting Materials PD days and planning Wednesdays	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended/additional learning time: After school intervention classes are offered in English. Before school, brunch, lunch, and after school tutoring and study sessions offered by various teachers. Summer school programs have been developed to assist students to meet standards in ELA. Additionally targeted interventions established to meet the need of lower performing subgroups.</p>	Ongoing	Site Administration Site Teachers Intervention Coordinator	Materials for intervention	4000-4999: Books And Supplies	Intervention	
			Salaries for after school intervention	1000-1999: Certificated Personnel Salaries	Intervention	
<p>Increased educational opportunity: Additional AP classes will be added, REACH support class, English 3D Parallel support class, ELD (1-4) continue support in the master schedule. Bilingual Instructional assistance SDAIE algebra class</p>	Ongoing	AP Coordinator Site Administration AVID Coordinator	Materials	4000-4999: Books And Supplies	District Funded	
			Reach program costs	5000-5999: Services And Other Operating Expenditures	District Funded	
			Field trips	0001-0999: Unrestricted: Locally Defined	ASB	
			English 3D parallel class training and materials.	5000-5999: Services And Other Operating Expenditures	District Funded	
			Salaries for Bilingual Instructional Aids	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents and community: School Site Council Meetings ELAC and DELAC Meetings Back-to-School Night and Open House PTSO Meetings Newsletters and Website Email and Connet-Ed WASC surveys Administrative surveys	Ongoing	Site Administration EL Administrator and Coordinator	Newsletters Materials	0001-0999: Unrestricted: Locally Defined 4000-4999: Books And Supplies	District Funded District Funded	
Auxiliary services for students and parents: Counseling services for all parents and students Counseling/ASB/Athletic visits to JH Back-to-School Night and Open House IEP and 504 transition meetings TAG	Ongoing	Department Chairs Counselors Teachers		0001-0999: Unrestricted: Locally Defined	District Funded	
Monitoring program implementation and results: Review grades, GPAs in various departments, test scores on SAT I and II, CAASPP, and overall achievement	Ongoing	All Staff Members	Meeting Materials for Data Analysis	4000-4999: Books And Supplies	District Funded	
Conferences, district staff development, and workshops addressing literacy strategies, including ERWC, Summer Institute and common core	Ongoing	Teachers, PD team		5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SMART Goal development, implementation of SG action plans, review, and modification of instruction by departments and grade levels.	Ongoing	Administration Dept. Chairs Teachers	Planning Wednesdays			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
SCHOOL GOAL #2:
Increase Math proficiency among all students and decrease the achievement gap between high and low performing subgroups. Aligned with LCAP goal #2 and #5
Data Used to Form this Goal:
Data that was used to form this goal was taken from the CAASPP and the Mathematics Adequate Yearly Progress (AYP) results.
Findings from the Analysis of this Data:
<p>AYP- Specifically for Math scores, White (79) and *Asian (96.2) students outperformed Hispanic (69), Socio-Economically Disadvantaged (58), EL (57), and SPED (39.7) students. Data based on 2014, AYP target rate criteria of 100%. CAASPP Math data identifies Saugus' achievement gap: 56% of the White students Met or Exceeded the standard, while 41% of the Hispanic / Latino subgroup Met or Exceeded the standard. The data reveals the need to improve the number of students scoring At/Near Standard in Problem Solving, Modeling, and Data Analysis.</p> <p>The professional development team will play a large role in assisting the staff in achieving this goal as they will provide the strategies necessary to increase math practice in all content areas. Once provided with professional development, it will be expected that teachers in all courses embed these numeracy components as part of their regular curriculum and assessment plans.</p>
How the School will Evaluate the Progress of this Goal:
Saugus will evaluate the progress of this goal through common assessments, including Common Core assessments on the Mathematics standards, data analysis, SMART Goal development, implementation of SG Action Plans, review, and modification of instruction by departments and grade levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards Teachers will continue to be trained in Common Core Standards to include math practice standards. Departments will meet to continue to develop common instructional guides and common rubrics.	Ongoing	District Trainers Site-based Trainers Site Administration	Salaries for district and site trainers	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies and materials. This will occur through training and through support for new teachers from PAR.	Ongoing	District Trainers Site Based Trainers PAR Consultants Site Administration	Salaries for district and site trainers and PAR Consultants.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	
Staff development and professional collaboration: Teachers will meet on minimum days and staff development days. Teacher Collaboration time will be embedded within the school day with the Late Start Wednesday. SDAIE training of teachers Summer Institute, Teacher conferences, district staff development, and workshops addressing instructional strategies, including common core instructional strategies.	Ongoing	Site Administration PD team SDAIE trainers of teachers	Meeting Materials Teacher Trainings PD coach/PD team	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded	
Extended/additional learning time: After school intervention classes are offered in Math to include targeted interventions. Before school, brunch, lunch, and after school tutoring and study sessions offered by various teachers. Summer school programs have been developed to assist students to meet standards in mathematics.	Ongoing	Site Administration Site Teachers Intervention Coordinator	Materials for intervention and parallel classes. Teacher salaries for intervention	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased educational opportunity: Additional AP classes will be added to the master schedule COC classes are available to students.	Ongoing	Site Administration Teachers	Materials Teacher trainings	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	District Funded District Funded	
Involvement of staff, parents and community: School Site Council Meetings ELAC and DELAC Meetings Back-to-School Night and Open House PTSO Meetings Newsletters and Website Email and Connect-Ed	Ongoing	Site Administration EL Administrator ELD Coordinator	Newsletters Materials ELD coordinator stipend	0001-0999: Unrestricted: Locally Defined 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded	
Auxiliary services for students and parents: Counseling services for all parents and students Counseling/ASB/Athletic visits to JH Back-to-School Night and Open House IEP and 504 transition meetings Peer Counseling, Anger Management, TAG	Ongoing	Department Chairs Counselors Teachers	Advertisement and Brochures	4000-4999: Books And Supplies	District Funded	
Monitoring program implementation and results: Review grades, GPAs in various departments, test scores on SAT I and II, CAASPP, and overall achievement	Ongoing	All Staff Members	Meeting Materials for Data Analysis	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SMART Goal development, implementation of SG action plans, review, and modification of instruction by departments and grade levels.	Ongoing	Administration, Dept. Chairs, Teachers	Planning Wednesdays			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academics
SCHOOL GOAL #3:
Saugus High School will increase the number of students who are college and/or career ready. Aligned with LCAP Goal #3
Data Used to Form this Goal:
Data that was used to form this goal from A-G rates, Advanced Placement data, EAP data ,CTE and Career Pathways Data.
Findings from the Analysis of this Data:
Saugus graduates are increasingly prepared for college based on an average of 53% A-G completion rates. Saugus continues to have a consistent number of students taking Advanced Placement exams (, 45.9 % in 2013, 45.4.% in 2014, and 46.2% in 2015, above the state average of 29.8%). In the 2014-15 school years, the percentage of students scoring Ready for College on the ELA EAP increased overall from 33 to 39%. In the 2014-15 school years, the number of students eligible to take the EAP in Math has increased from 50 to 89% of Saugus' students. The average score of students earning a passing score of 3 or above for Saugus is 73.5% above the state average of 63%.
How the School will Evaluate the Progress of this Goal:
Graduation and A-G completion rates, AP data, EAP data, AP enrollment and proficiency rates, career pathways data, implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A-G parent and student workshops, A-G posters in classrooms. Counselors meet with incoming 8th graders to explain A-G requirements. For students in grades 9th, 10th and 11th counselors hold informational meetings and provide A-G requirement worksheets. Additionally, students developed a 4 year plan through the use of Naviance.	Ongoing	Administrators Department Chairs Counselors	Trainings and materials Dept. Chair Stipends	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued development of career pathways program.	Ongoing	Teachers Administrators Counselors	Salaries for district and site training.	1000-1999: Certificated Personnel Salaries	District Funded	
			Materials and equipment	4000-4999: Books And Supplies	District Funded	
The REACH program continues to grow encompassing students in all grades levels	Ongoing	Site Administration Reach Coordinator Reach Teachers Reach Tutors Community members	Materials	4000-4999: Books And Supplies	District Funded	
			Field trips			
			Guest speakers			
			Reach program costs	5000-5999: Services And Other Operating Expenditures	District Funded	
			Teachers/Coordinators	1000-1999: Certificated Personnel Salaries	District Funded	
AP and honors teachers provide instructional support outside of the regular school day, including before school, during lunch, after school, and some Saturdays. Teachers collaborate within their own departments to discuss strategies and lessons. Teachers are provided training through the District and AP conferences.	Ongoing	AP Coordinator Teachers Site Administrators	Trainings	1000-1999: Certificated Personnel Salaries	District Funded	
			Conferences	5000-5999: Services And Other Operating Expenditures	District Funded	
			Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Intervention opportunities are available for all students before and after school as well as Saturday Academies	Ongoing	Teachers Site Administrators Counselors Intervention Coordinator	Materials	4000-4999: Books And Supplies	District Funded	
			Teacher salaries/Intervention Coordinator	5000-5999: Services And Other Operating Expenditures	District Funded	
To continue to monitor and improve EAP results	Ongoing	Site Admin Teachers	Materials		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued implementation of NGSS, and pilot NGSS courses for 2015-2016, and 2016-2017 full implementation of the NGSS by all science teachers in all science classes.	ongoing	Teachers Team Leaders Site Admin PD team District Training	Implementation team development Training by implementation team members to the science department Lesson development Professional development Teacher conferences		District Funded	

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 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:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #5

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 #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in reference to LCAP Goal #1
SCHOOL GOAL #1:
N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in reference to LCAP Goal #2
SCHOOL GOAL #2:
School goal #1 and #2- Increase literacy and numeracy among all students while closing the achievement between our higher and lower performing subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
See School goal #1and #2 action plan		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in reference to LCAP Goal #3
SCHOOL GOAL #3:
Saugus High School will increase the number of students who are college and/or career ready.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
See action plan for School Goal #3		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in reference to LCAP Goal #4
SCHOOL GOAL #4:
N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in reference to LCAP Goal #5
SCHOOL GOAL #5:
School goal #1 and #2- Increase literacy and numeracy among all students while closing the achievement between our higher and lower performing subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
See action plan for school goal #1 and #2		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #6

SUBJECT: Centralized Services for Planned Improvements in Student Performance in reference to LCAP Goal #6
SCHOOL GOAL #6:
School goals 1, 2, and 3 to involved increasing parent involvement

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
See plan for school goal 1,2, and 3.		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Action Team Partnership

Professional Development Plan

School Site	Saugus High School
PD Coach	Allyson Stuart

Professional Development Team			
Name	Subject Taught	Name	Subject Taught
Jodi Guerrero	English	Linda Culotta	Social Science
Anna Mcfee	Math	Clarissa Resella	Science
Jill Spradling	Special Education	Kristi Schertz	Science
Shellie Holcombe	Administrator	Wendy Noonan	English
Courtney Miller	PE	Connie Juarez	Library Media Science

District-Wide Goals
Semester I
1. Reading 1
2. Writing 1
3. Speaking and Listening 1
4. Math Practice 3
5. DOK/Differentiated Instruction
Semester II
1. Reading 7
2. Writing 7
3. Speaking and Listening 4
4. Math Practice 1
5. DOK/Differentiated Instruction

School-Wide Goals
1. WASC, SPSA, School-Wide SMART goal Saugus High School will increase the math and literacy skills of all students and close the achievement gap between high and low performing subgroups. Aligned to District goals: DOK/Differentiated Instruction and all four first semester anchor standards. (DW goal 1-5)
2. Increase post-secondary opportunities, college and/or career, by way of veritable preparation and access. Aligned to District goals: DOK/Differentiated Instruction and all four first semester anchor standards.(DW goals 1-5)

Professional Development Activities

Date(s)	Activity	PD Goal	Audience	Facilitators	Outcome/Evidence
August 10/11 (PD Day)	<p>R-1, W-1, SL-1, MP-3-unwrapped R-1, SL-1, Differentiation-presentations Differentiation Presentation Lesson Study Overview</p> <p>Unwrapping the Anchor Standards: Presenting teacher models how to unwrap standards into student language. Teachers then work with their table groups to unwrap all four standards using the chart provided in the gift box. Each group will record their findings for</p> <p>Anchor Standards (R1 and SL1) Presentation: Student-Led Discussions/ Session Modeled</p> <p>Differentiated Instruction Presentation: What is differentiation, Why do it, Levels of engagement,</p>	1,3,5	All staff members	PD Administrator Literacy Coach PD Team	<p>Audience members to develop student " I can statements" for each standard. Develop Student-Led Discussion for subject matter. Identify Levels of Engagement through differentiation of instruction.</p> <p>Table discussion to include: what it will look like to your classroom/ Teachers to answer pre-determined Discussion questions</p> <p>Teacher to take current lesson and add differentiation technique from presentation. Discuss and shareout current Differentiation practices in class. SMART goals, Lesson study</p> <p>Teachers work in departments to discuss which subject area/grade level will participate in lesson study</p> <p>Which teacher will teach the initial lesson Which teacher will teach the second lesson Which teachers will observe the lesson When the team would like to conduct the study (need calendars) When the team would like to plan and debrief (pullout time, before school, or</p> <p>Teachers not participating in the first semester lesson study work on plans for integrating</p> <p>Anchor Standards R1 and SL1 into existing lessons</p>

Professional Development Activities					
Date(s)	Activity	PD Goal	Audience	Facilitators	Outcome/Evidence
week of August 24	DOK Presentation Presentation on increasing DOK in direction instruction. Research based overview, strategies for change, time to work in depts.	1,5	Teachers/Admin	Staff member presenter PD Administrator Literacy Coach PD Team	Teachers to work on current lesson and implement increased DOK to assessment and backwards map to create lessons viable to assessment. Dept meeting share out of lessons development. SMART goals
week of September 21	W-1,MP3 Presentation: Writing across the curriculum Presentation . Subject matter presentations for W-1 and MP3	2,4	Teachers/Admin	Staff member presenter PD Administrator Literacy Coach PD Team	Teachers to develop lessons to include W-1 and MP3. Share out at Dept. Meetings of lessons.
October 22nd, 2015 District wide min day	SITE PD day (mini day) R-1, W-1, SL-1, MP-3, Differentiation- DOK Implementation. Presentation on Alternative texts revisit/reiterate S-1, DOK revisit. Lesson Study progress	1-5	Teachers/Admin	Staff member presenter PD Administrator Literacy Coach PD Team	Teachers to understand and identify Alternative texts for classroom implementation. Teachers to implement at least two anchor standards and DOK/Differentiation of Instruction to share out on the following PD day, Oct. 28th
week of October 28	Standards: R-1, W-1, SL-1, MP-3, DOK and differentiation share out by departments. TOSA presentation (LTEL)	1-5	Teachers/Admin	EL Tosa PD Administrator Literacy Coach PD Team	Teachers to present created assessment and lessons to include all at least 2 anchor standards and DOK/Differentiation. Tosa Presentation LTEL/SDAIE. Teacher to receive tangible strategies and better understanding of student demographic
week of November 30, 2015	SMART goal and Lesson Study review.	5	Teachers/Admin	PD Administrator Literacy Coach PD Team	SMART goal completion results Student achievement during lesson study results
week of January 25, 2016	SMART goal development	5	Teachers/Admin	PD Administrator Literacy Coach PD Team	Teachers will analyze data to develop SMART goal and address achievement gap

Professional Development Activities					
Date(s)	Activity	PD Goal	Audience	Facilitators	Outcome/Evidence
week of February 15, 2016	Reading 7 Writing 7 DOK/Differentiated Instruction	spring semester 1,2,5	Teachers/Ad min	Staff member presenter PD Administrator Literacy Coach PD Team	Teachers will commit to trying one of the methods in the training, and will share out their experiences at the following meeting.
week of March 21, 2016	Speaking and Listening 4 Math Practice 1 DOK/Differentiated Instruction	spring semester 3,4,5	Teachers/Ad min	Staff member presenter PD Administrator Literacy Coach PD Team	Teachers will commit to trying one of the methods in the training, and will share out their experiences at the following meeting.
week of May 16, 2016	SMART goal and Lesson Study review.	spring semester 5	Teachers/Ad min	PD Administrator Literacy Coach PD Team	SMART goal completion results Student achievement during lesson study results

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
Stacy Hartmann		X			
Adam Bratt		X			
Bill Bolde	X				
Karen Denkinger				X	
Alicia Rippie		X			
Noah Choudhury					X
Gail Gasbaro					
Charo Cuba				X	
Georgia Hurst				X	
Ian Smith					X
Madison Stevens					X
Normita Meza		X			
Lauren Jordan					X
Thomas O'sullivan					X
Gabrielle Rascon					X
Ana Vander leek			X		
Numbers of members of each category:	1	4	1	3	5

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**):

X English Learner 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 10/27/15.

Attested:

Bill Bolde

Typed Name of School Principal

Signature of School Principal

Date

Shellie Holcombe

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date