

The Single Plan for Student Achievement

School: Fillmore High School
CDS Code: 56-72454-5632021
District: Fillmore Unified School District
Principal: Tom Ito
Revision Date:

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

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

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

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School Vision and Mission

Fillmore High School's Vision and Mission Statements

Vision: Empower Excellence

Mission: Fillmore High School aspires to be a professional learning community, in which students are provided with rigorous curriculum to be prepared for college and careers, in a safe and caring learning environment.

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School Profile

Fillmore High School is a public school located in a rural agricultural area in north central Ventura County in the town of Fillmore, a small community of slightly over 15,000. The only high school in the Fillmore Unified School District, the school serves ninth through twelfth grade students. The 2015-2016 enrollment is approximately 1000 students. The majority of students at Fillmore High School are Hispanic (87%) with approximately 20% of the 1000 students identified as English Learners.

In October all sophomores and juniors take the PSAT. Students in the 11th grade participate in the required California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced testing program. A 2.0 GPA is a graduation requirement, and with a 3.0 GPA, students receive Renaissance Program Honor Roll recognition. The graduation rate is over 95%, and 80% of our graduating class attend college or university. More than four-hundred thousand dollars in scholarships were awarded to last year's graduating class. FHS seniors are accepted to Stanford, UCLA, Berkeley, and Cornell to mention a few.

Fillmore High School offers open enrollment in twelve AP courses, as well as honors courses in English, Spanish, Biology, Physics, Algebra II, Macroeconomics, History, Government, and Math Analysis. In addition to our college prep courses, Fillmore HS offers an expanding range of vocational courses in partnership with the Ventura County CTE/ROP, including, Environmental Horticulture, Agricultural Fabrication, Auto Service Repair, Patient Care, Software and Systems Development, and Production and Managerial Arts. Fillmore High School partners with Ventura College to offer courses on our campus. Concurrent enrollment allows for our students to earn college credit while completing their high school studies. The course options include Art Appreciation, Child Growth and Development, Nutrition, Introduction to Sociology, and Introduction to Criminal Justice. Fillmore High School has a partnership with UCSB in several areas ranging from a permanent College Center on our campus staffed with a UCSB liaison that assists students in college awareness, applications, and scholarships into the UC system. Fillmore High School continues to send students to various colleges and universities in the state.

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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).

FHS actively seeks feedback from all stakeholders including students, parents, staff members, and the community.

Classroom Observations

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

Fillmore High School administrators conduct frequent classroom observations. These observations are both formal and informal with the goal of supporting classroom instruction and best practices. In addition to administrative visits to classrooms, teachers are released to visit other 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)

Teachers in all content areas use a variety of formal and informal assessments. With the new California State Standards (CSS), teachers are in the process of revising pacing guides, common assessments and quarterly benchmarks to monitor student achievement and attainment of the CSS. In the spring of 2015, all 11th grade students took the online CAASPP test. In addition to the new online testing, FHS 10th grade students took the CST Science and the CAHSEE in ELA and Math.

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

Results of both formal and informal assessments are used on a regular basis to inform instruction and measure student progress towards the new California State Standards. Results were released from the 2015 CAASP ,the District and school sites are in the process of establishing a baseline to measure student achievement in attaining CSS.

Staffing and Professional Development

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

Fillmore High School works closely with the Fillmore Unified School District to ensure that all teachers delivering instruction at FHS are designated as Highly Qualified based upon the Elementary and Secondary Education Act.

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

During the 2015-2016 school year, the goal is to have 100% of Fillmore High School classes taught by highly qualified teachers.

It is the objective of Fillmore Unified School District and its governing board “to employ the most highly qualified person available for each open position. The superintendent or designee shall develop recruitment and selection procedures which include:

- Assessment of the district’s needs for specific skills, knowledge and abilities
- Development of job descriptions which accurately describe all essential and marginal functions and duties of each position
- Dissemination of vacancy announcements to ensure a wide range of candidates
- Screening procedures which identify the best possible candidates for interviews
- Interview procedures which determine the best qualified candidate for recommendation to the board

FUSD Board policy 4111 states: “The Superintendent or designee shall develop selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations and recommendations from previous employers.” (Board Policy 4111.) Board policy 4112.24 further states: “Recognizing the importance of teacher effectiveness in improving student achievement, the Board of Education desires to recruit and hire teachers who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB) in programs for educationally disadvantaged students and for students in core academic subjects.” (Board Policy 4112.24.)

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

Fillmore High School has placed an emphasis on professional development in order to support the integration of the new California State Standards, New Generation Science Standards, integrated ELD Standards in all classrooms, use and effectiveness of integrated technology, including strategies teaching with technology, ELL strategies and AVID strategies, training in data analysis using Illuminate to guide curriculum and instruction, pacing guides, common assessments, classroom, department and school-wide interventions. All content areas have had multiple trainings to support this ongoing effort. Professional Development will also take place to support the Positive Behavior Intervention and Support (PBIS) model at FHS.

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

FHS works closely with both Fillmore Unified School District and outside sources, including VCOE, to provide ongoing professional development to enhance the quality of instruction.

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

FHS teachers collaborate on a regular basis, both formally and informally. Each department/content area meets on a monthly basis. The Leadership team meets on a monthly basis. Monthly faculty meetings are also used to collaborate as whole staff and by department.

Teaching and Learning

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

FHS teachers are implementing the new California State Standards in all applicable content areas. Every student has a book for every class per Williams settlement. All Special Education students are using standards-based texts. Based on CELDT data, students are identified and properly placed with sufficient materials.

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

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

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

Although no textbooks or materials were adopted in 2014-2015 that were deemed CSS aligned by any official standard, our teachers have begun to acquire and generate CSS aligned curricula independently. In addition, ELD standards were purchased for all teachers. The Math Common Core standards were purchased for all Math teachers. The ELA Common Core Literacy Standards were purchased for our ELA teachers. Instructional Rounds books were purchased for administrator professional development, and National Educational Technology Standards (NTES).

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)

Students at FHS use several intervention materials and/or programs for instruction including Visions and EDGE materials supplemented with Side by Side II, English 3D1 and English 3D2

Opportunity and Equal Educational Access

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

Sheltered courses and/or English Learner support is offered in targeted classes.

Intervention classes are provided during the day in Math, English, and incoming freshman.

AVID classes at every grade level to prepare our students to be college and career ready.

Special Education students are mainstreamed into regular education science and social studies with co-teaching support from an assigned resource teacher or para-educator.

New program English 3D1 and English 3D2 for Long Term English learners to acquire the English Language Arts skills.

A technologically advanced, current and relevant library, including online resources for expanded learning opportunities and to close the achievement gap in Math, English, Reading and Writing.

14. Research-based educational practices to raise student achievement

Research-based instructional strategies -- CCS, ELL, Differentiation, including AVID, SDAIE, KAGAN Cooperative Learning; Educational Technology embedded in curriculum and instruction; Unpacking the standards; Positive Behavior Support System strategies, Instructional Rounds with a focus on improving teaching and learning in the classroom, Data Analysis using a data management system, Illuminate, to guide curriculum and instruction.

Parental Involvement

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

Fillmore High School has developed a written Title 1 parental involvement policy with input from Title 1 parents. The policy was introduced at the School Site Council and at the English Learner Advisory Committee at the beginning of the school year, and reviewed mid-year. The policy describes the means for carrying out the following Title 1 parental involvement requirements [20 USC 6318 Section 1118 (a)-(f) inclusive].

Involvement of Parents in the Title 1 Program To involve parents in the Title 1 program at Fillmore High School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title 1 students about Title 1 requirements and about the rights of parents to be involved in the Title 1 program. Early in the school year, through automated telephone messages, the school marquee, flyers and its website, parents of Title 1 students are invited to attend the annual Title 1 parent meeting wherein parents are given the opportunity to share their student needs; ask for their own meetings and trainings; review the results of an annual parent involvement effectiveness survey; review the parent involvement plan in the SPSA and review/modify the site Title 1 Parent Involvement Policy and Home/School Compact.
- The school offers a flexible number of meetings for Title 1 parents, such as meetings in the morning or evening. In addition, parents of Title 1 students are afforded the opportunity to join several different committees, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), Families, Liaisons, and Students Helping Educate Students (FLASHES), and Booster Clubs. By and through these organizations, parents of Title 1 students have the opportunity and the means to ask for their own meetings and trainings.
- ELAC is an opportunity for parents to provide input in the school's program for English Learners. Information is presented in Spanish to help parents/guardians to actively participate in the meetings. ELAC meets on a monthly basis, and meetings are open to the public.
- SSC is a representative body made up of parents, teachers, students, administrators and staff whose primary focus is how we use our categorical funds to enhance student achievement. They help to develop school goals to raise student achievement; evaluate the effectiveness of programs; and, develop and approve the School Plan for Student Achievement (SPSA). SSC meets on a monthly basis, and meetings are open to the public.
- PTO provides support to our students, teachers and staff. To this end, all parents are encouraged to be involved in their student's education by becoming members. The PTO works to promote unity within the school, parents, teachers, students and community. PTO meets on a monthly basis, and meetings are open to the public.
- The school involves parents of Title 1 students in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title 1 programs and the Title 1 parental involvement policy. Through the SSC, ELAC, PTO, FLASHES, parents of Title 1 students review the school's achievement data to determine if Title 1 services are effective in meeting the goals for student proficiency in state standards. If requested by parents of Title 1 students, the school provides opportunities for regular meetings that allow the parents to participate in decision-making relating to the education of their children. Blackboard Connect is available to staff and teachers to contact the parents of Title 1 students to send specific messages home. The parent call system has increased the number of parents attending meetings, student attending activities, and families receiving critical information in a timely manner.
- The school provides parents of Title 1 students with timely information about Title 1 programs. The school holds its Title 1 meetings. Parents of Title 1 students are provided the opportunity to be directly involved in the academic programs of the school. The SSC develops, monitors, and evaluates the Single Plan for Student Achievement (SPSA) to implement programs and services that support student academic achievement. SSC reviews most current student assessment data. The members of the SSC are informed on how the data is used to develop the goals and strategies in the Single Plan for Student Achievement (SPSA). The SSC meetings are open to all stakeholders. Likewise, monthly ELAC meetings discuss school topics and how best to meet the needs of English Learners. Data is presented in Spanish to assist parents/guardians actively participate in the meetings.
- An explanation of the curriculum is provided to parents of Title 1 students, the assessments to measure student progress, and the proficiency levels students are expected to meet. Through regular monthly meetings both SSC and ELAC review the student data including CAHSEE, PSAT, AP assessments, CST, and CELDT results. The school uses the data to align curriculum to state and district academic standards. Based on the findings of the data, the school with recommendations of the SSC modifies and allocates funding of its academic programs including interventions.
- The school recognizes the value of forging a strong alliance between the parents and the staff as an important strategy to increase student achievement. Trainings focused on educating staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners are provided are an important part of the school professional development calendar and embedded into staff meeting agendas.

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)

FHS works closely with FUSD to ensure that all stakeholders (parents, community members, teachers, students, and other school personnel) have a role in the development of site based documents like the Single Plan for Student Achievement, Parent Involvement Policy, WASC, and other District documents like the LEA Plan and LCAP.

Funding

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

Fillmore High School receives Title 1 categorical funding. This funding provides additional learning support for FHS students including online resources, extended library hours, after-school interventions, support classes during the day, technical support, AVID classes, community and parent liasion,intervention counselor.

18. Fiscal support (EPC)

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Description of Barriers and Related School Goals

Needs

Ongoing professional development on curriculum and instruction aligned to CSS, NGSS, College and Career Anchor Standards, and implementing integrated ELD in all classrooms

Ongoing professional development in differentiated instruction to meet needs of GATE, English learners, Students with disabilities

Ongoing professional development on classroom strategies within the framework of the California State Standards

Ongoing professional development to design lesson plans, pacing guides and common assessments aligned to the CSS and Illuminate data program

Ongoing professional development on use and effectiveness of educational technology

Collaboration time for teachers to address instructional and curricular issues with a focus on data-driven conversations, creating formative and summative assessments, sharing best practices, coherent CSS implementation, and development of a collective commitment that supports learning for all students, leading to implementation of an RTI model resulting in classroom, department, and school-wide interventions

Access to textbooks and instructional materials necessary for every student to be successful

A continued focus on the learning needs of the English Language Learners to facilitate language acquisition and enable students to access the curriculum in all classes

A continued focus on increasing the 10th grade CAHSEE pass and proficiency rate

More classroom support and intervention programs to reduce the number of students getting D and F grades, particularly in math classes

Access to advanced, current and relevant instructional resources to reflect the emphasis on the new California State Standards

Increase all aspects of technology including hardware and software availability; integration of Wi-Fi; and technology available to students

Implement a cohesive and structured system of interventions in the classroom and during the school day to address the learning needs of the diverse population

Increase equitable access by evaluating placement criteria for courses, including articulation with the middle school teachers

Increase family engagement and outreach for school activities, as well as, increase in parent participation in the student's academic progress and the school's academic programs with a focus on Latino families

Involve all stakeholders in school wide decision-making processes

Develop and implement a comprehensive counseling program that meets the academic, social, and emotional needs of the students, proactively communicating with families and students

Develop and implement a Response to Intervention (Rti) model that will address the academic needs of the students through strategic and intense intervention methods that is delivered in a directed, not invited, manner

Integrate technology with curriculum tied to lesson objectives in a meaningful way and increase students' use within the classroom

Alignment of curriculum, instruction and materials to content and performance standards

All Special Education students are using standards-aligned texts.

Based on CELDT data, students are identified and properly placed with sufficient instructional materials

Availability of standards-based instructional materials appropriate to all student groups

In 2014-15, no textbooks or materials were adopted that were deemed CSS aligned by any official standard; nonetheless, teachers have begun to acquire and generate CSS aligned curricula independently. ELD standards were purchased for all our teachers. The Math Common Core standards were purchased for all Math teachers. The ELA Common Core Literacy Standards were purchased for our ELA teachers. Instructional Rounds books were purchased for administrators' professional development to improve the quality of teaching and learning in the classroom.

Alignment of staff development to standards, assessed student performance and professional needs

Ongoing professional development on curriculum and instruction aligned to CSS, NGSS, College and Career Anchor Standards, and implementing integrated ELD in all classrooms

Ongoing professional development in differentiated instruction to meet needs of GATE, English learners, Students with disabilities

Professional development in the use of teacher and student technology

Ongoing professional development on classroom strategies within the framework of the CSS

Ongoing professional development in lesson designs and assessments aligned to the CSS and Illuminate (data analysis program) to guide the instructional program

Ongoing professional development for AP teachers and AVID teachers to continue to incorporate updates along with CSS specific standards.

Ongoing work by Writing Scope and Sequence Task Force to develop a K-12 writing plan aligned to the CSS (English, Social Studies and Science Department members)

Services provided by the regular program to enable under-performing students to meet standards

Instructional aides to assist Special Education students mainstreamed in regular classrooms

English Learner support in core classes

Freshman support class

Co-teaching support for all Special Education students mainstreamed into regular education Science and Social Studies

English 3D1 and English 3D2 curriculum to assist Long Term learners to acquire English skills.

Computer-based learning programs such as MangaHigh Math, Study.com, Britannica.com, Read, Write Gold

Free online math resources

Motivational speaker Keith Hawkins for Freshment orientation

Accelerated Reading books, tests, catalogues, libraries, service and maintenance contract

Visions and EDGE materials supplemented with Side by Side II

Services provided by categorical funds to enable under-performing students to meet standards

Extended day intervention

English and Math support classes during the day.

Extended time for ELD students - Level 1, 2

Extended library hours before-and after-school

Agenda books for every student

Computer Tech to train teachers on how to properly use technology equipment; to train students how to properly take advantage of software and internet destinations to foster academic growth; to make technology approachable and available to ALL students; to install and train teachers in the use of content-specific software, with an emphasis on ELD and SPED programs

AVID program to monitor and encourage college preparation

Bilingual parent liaison to aid communication with Spanish-speaking parents

CELDT testing and continuous monitoring

Instructional aide for ELD classes

ELD program coordinator for CELDT testing and monitor of RFEP students

Trained instructional assistants to administer CELDT

Extended day class to afford EL students access to electives and rigorous course work

Computer-based learning programs such as MangaHigh Math, Study.com, Britannica.com, Read, Write Gold

Use of the state and local assessments to modify instruction and improve student achievement

Information from the CAHSEE, CST Science data, CELDT scores, Quarterly benchmarks, CAASPP results, summative and formative assessments help determine appropriate placement in core academic and intervention classes.

Diagnostic tests in math and English to determine if students are making adequate progress towards meeting the CSS

Department and Leadership meetings are used to disaggregate and analyze data to guide instructional program and interventions

Family, school, district and community resources available to assist these students

- Q Home Connect provides web-based information to parents and students.
- School Site Council and ELAC meetings held monthly to provide opportunities for all parents to participate in the monitoring, evaluating, and updating the School Plan for Student Achievement (SPSA)
- Booster Clubs, PTO, and community based organizations.
- Media communications: Fillmore High School on Facebook, Daily Bulletin, Friday's Focus Newsletter, Student News on Video, etc.
- Parent liaison provides the following support for all parents:
 - o Serves as a liaison between non-English speaking parents, the school District and/or community agency personnel; translates verbal and written communication
 - o Communicates to parents data and information regarding their children
 - o Organizes materials, forms, etc for staff and parents
 - o Works with parents and staff on opportunities to build home-school partnerships to ensure the student's success in secondary and post secondary endeavors
 - o Assists in educating parents on goals and objectives of the school and District
 - o Participates or attends evening and/or weekend meetings and school related activities
 - o Assists at SART meetings and/or other school/parent meetings
- Migrant Program
 - o Parents referred to Migrant Saturday School program, free RIF books for migrant students
 - o Provides interpretation at parent meetings
 - o Provides parents with information about organizations that can help parents with specific needs, such as clothing, nutrition, hygiene, and health.
- Grizzly program applications and specific needs.
- Student Study Team meetings to support students experiencing difficulties in the general education classroom
- UCSB partnership and on-site representative to provide additional college readiness support.
- SRO on site co-funded by FUSD, the City of Fillmore and the Ventura County Sheriff's Department.
- Migrant homework centers
- Mentor Program
- Las Clinicas counselors on campus
- One Step Center partnership for homework assistance
- Parent information brochures available in office relating to CAHSEE, parenting programs, parent workshops
- Electronic marquee at street corner providing information to parents and community regarding school events and news
- District and school nurse
- City Impact counselor for students involved or associated with gangs, alcohol and drugs.
- Parent workshops to support English learners and parents
- Connect Ed phone calls in English and Spanish for home-to-school communication.
- PDAP Drug/Alcohol Program prevention counseling
- Anger management program provided through Las Clinicas.
- Field trips
- Information to parents about their child's state assessments (CAHSEE, CELDT, CSS) as well as district assessments through progress reports
- Photo ID cards for all students
- PASS program through FUSD Migrant Program
- APEX online credit recovery program
- ROP/CTE partnership with VCOE
- Student Attendance Monitoring (SART and SARB)

Limitations of the current program to enable underperforming students to meet standards

- Lack of sufficient funding to update textbooks and instructional materials on an annual basis.
- Lack of formal RtI Program -- for targeted and timely interventions.
- Lack of structured collaboration time for teachers to meet and analyze grade level data, plan lessons, and share best practices to improve student achievement
- Smaller class sizes

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goal #1:

WASC GOAL: Align all curriculum and instruction to the California State Standards, implementing integrated ELD standards in all classrooms

WASC GOAL: Align Science curriculum and instruction to New Generation Science Standards, implementing integrated ELD standards

WASC GOAL: Develop and administer common assessments aligned to CSS in each of the core subjects

WASC GOAL: Develop and implement a structured system of interventions in the classroom and during the day to address the learning needs of all students

WASC GOAL: Increase the use of instructional strategies and differentiated instruction in all core subjects

Increase by 10% percentage of students meeting the A-G requirements preparing them for a 4-year post-secondary institution

Increase by 10 % percentage of students enrolled in AP level courses.

WASC GOAL: Increase by 5% underrepresented student enrollment in AP classes.

Increase by 10% percentage of students participating and passing AP exams with a score of 3 or higher

Increase the number of AP and dual enrollment courses per student interest.

Increase the number of students earning grades of basic or above in all core subjects

Intended Outcomes

All students will have access to standards aligned curriculum and instruction

Positive growth in the percentage of students meeting the a-g requirements

Positive growth in the percentage of students enrolled in a 4-year or 2-year post-secondary institution

Positive growth in the percentage of students enrolled in AP and Honors level courses, including targeted subgroups

Positive growth in the percentage of students participating and passing the AP exam with a score of 3 or higher

Positive growth in the percentage of students enrolled in AP and dual enrollment classes

Positive growth in API target established by the state

Positive growth in the percentage of students earning a 3.0 or higher GPA, reducing the number of D and F grades

Goal #2: MATH and ENGLISH LANGUAGE ARTS

WASC GOAL: Increase student performance in the areas of Math and English Language Arts in conjunction with the new CAASPP Smarter Balance testing program.

In Math demonstrate 5% increase in the number of students achieving proficiency or higher levels on the MDTP pre-and post-assessments.

In ELA, demonstrate a 5% increase on the English Quarterly benchmark, and a 20% increase in percentage of students achieving proficiency or higher on CC reading standards.

CAHSEE Pass Rate: Increase percentage of students passing 10th grade CAHSEE by 2% each year in Math and ELA

WASC GOAL: Increase percentage of student passing CAHSEE by 3% each year for EL students and by at least 3% for low socio-economic students in Math and ELA.

WASC GOAL: Increase the number of students earning a grade of basic and above in ELA, and Math

Intended Outcome

Positive growth in the number of students achieving proficient or higher in the areas of Math and English Language Arts in conjunction with the new CAASPP.

Positive growth in the percentage of students achieving proficient or higher on the MDTP

Positive growth in the percentage of students achieving proficient or better on the English Quarterly assessments

Positive growth in the percentage of students achieving proficient or better on the CSS reading standards

Positive growth in the percentage of students passing 10th CAHSEE, including targeted subgroups

Positive growth in the percentage of students achieving a 3.0 or higher GPA; positive growth in the number of student earning grades of basic or above in ELA and Math

Positive growth in the percentage of students enrolled in AP and Honors level courses, including targeted subgroups

Goal #3: ENGLISH LANGUAGE DEVELOPMENT

WASC GOAL: Increase in annual progress in English and mastering the Common Core standards in Math and ELA/ELD standards.

Increase reclassification rate by 8%, and demonstrate a 10% decrease in the total number of Long Term English Learners (LTELs)

Increase the number of EL learners enrolled in AP and Honors courses by 2% as well as increase by 2% AP exam pass rate with a score of 3 or higher

Each EL student will increase by one CELDT proficiency level per year -- meeting or exceeding AMAO 1 and 2 targets

Increase the number of EL learners who earn the required credits at each grade level by 30%.

Increase the number of EL learners enrolled in the A-G courses by 5%.

Increase the number of EL learners meeting the A-G requirements by 5%

WASC GOAL: Increase the number of EL learners enrolled in the AVID program by 5%

WASC GOAL: Increase the number of EL learners who are college ready as measured on the EAP

WASC GOAL: Increase the number of EL learners passing 10th grade CAHSEE by 3%

Intended Outcomes

Positive growth in mastering CSS standards in Math and ELA/ELD standards

Positive growth in reclassification rate

Decrease in the percentage of students identified Long Term English Learners

Positive growth in the percentage of EL learners enrolled in AP and Honors courses as well as positive growth on AP exam pass rate

Positive growth in the percentage of EL learners earning the required credits at each grade level

Positive growth in the percentage of EL learners enrolled and meeting A-G requirements

Positive growth in the percentage of EL learners that are college and career ready as measured by EAP

Positive growth in meeting or exceeding AMAO 1 and 2 targets

Positive growth in the percentage of students passing the 10th grade CAHSEE

Positive growth in the percentage of students enrolled in the AVID program

Goal #4: TECHNOLOGY

WASC GOAL: Increase the use and effectiveness of educational technology in all core content areas to ensure that students are college and career ready

WASC GOAL: Integrate technology into curriculum and instruction at all grade levels and across curriculum, tied to learning objectives

WASC GOAL: Increase student use of technology in the classroom to support expanded learning in core subjects and as a supplement to standardized instruction across core subjects and electives

WASC GOAL: Increase access to technology for English Learners that supports English acquisition and development

Establish components of PBIS that are inclusive of technology

Intended Outcomes

Positive growth in the use of technology as part of curriculum and instruction and tied to learning objectives

Positive growth in the percentage of students using technology in the classroom and the library to support expanded learning, and as a supplement to standardized instruction in all subjects, including targeted subgroups

Positive growth of technology into CSS instruction at all grade levels and across curriculum

Evidence of digital citizenship embedded into instruction

Positive growth in use of library by staff and students

Goal #5: SCHOOL CLIMATE

5a. Create a safe and orderly learning environment

Increase for all students, including targeted subgroups, graduation rates and decrease in drop out rates, non-safety related suspensions, and expulsions by 5%.

Increase attendance rate by 5%.

Improve school safety and facilities as measured by the Williams' Act School Safety Plan

Reduce chronic absenteeism by 5%

Reduce by 10% the number of students tardy to class

Increase by 5% of students on Children's Healthy Kids Survey reporting that they feel safe and connected to school

Increase by 10% of students achieving a 3.0 GPA or better

Maintain facilities in good condition as measured by the Williams' inspection

Increase offerings in electives and enrichment classes

Increase monthly, weekly and daily school activities and leadership opportunities

5b. Increase family engagement and outreach for school activities, as well as, increase participation in FHS educational community.

Intended Outcomes

Positive growth in the percentage of parents participating in decision-making committees such as SSC and ELAC

Positive growth in the percentage of parents participating in PTO, and Booster Clubs

Positive growth in number of opportunities for parents to learn how to support their children's education and become more engaged in school activities

Positive growth in the number of students, including targeted subgroups, in graduation rates

Positive growth in attendance rates

Positive growth in the number of students reporting they feel safe and connected to school

Positive growth in the number of students achieving a GPA of 3.0 or better
Positive growth in the number of electives and enrichment offerings
Positive growth in the number of daily and weekly school activities
Positive growth in the number of leadership opportunities for student involvement

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	191	188	98.4	186	2571.7	11	36	31	21
All Grades	191	188	98.4	186		11	36	31	21

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	22	52	27	22	52	26	10	63	26	26	58	16
All Grades	22	52	27	22	52	26	10	63	26	26	58	16

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	191	187	97.9	184	2554.7	7	16	31	44
All Grades	191	187	97.9	184		7	16	31	44

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	17	36	47	13	57	30	10	56	34
All Grades	17	36	47	13	57	30	10	56	34

Conclusions based on this data:

1.

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

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	3	5	30	52	13	22	7	12	5	9	58
10	1	3	17	45	10	26	5	13	5	13	38
11	2	7	14	47	7	23	2	7	5	17	30
12	6	29	4	19	6	29	5	24			21
Total	12	8	65	44	36	24	19	13	15	10	147

Conclusions based on this data:

- 1.

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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	3	5	31	49	15	24	7	11	7	11	63
10	1	2	17	41	10	24	5	12	8	20	41
11	2	6	14	44	8	25	3	9	5	16	32
12	6	29	4	19	6	29	5	24			21
Total	12	8	66	42	39	25	20	13	20	13	157

Conclusions based on this data:

- 1.

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School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	210	140	147
Percent with Prior Year Data	97.1%	100.0%	98.6%
Number in Cohort	204	140	145
Number Met	150	88	88
Percent Met	73.5%	62.9%	60.7%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	29	183	27	124	31	124
Number Met	--	118	--	68	7	67
Percent Met	--	64.5%	--	54.8%	22.6%	54.0%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	Yes	--	Yes	No	Yes

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

Conclusions based on this data:

- 1.

X PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,191	1116	
Percent with Prior Year Data	99.2	99.6	
Number in Cohort	1,181	1112	
Number Met	686	608	
Percent Met	58.1	54.7	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	823	525	841	467		
Number Met	194	284	180	236		
Percent Met	23.6	54.1	21.4	50.5		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	Yes		

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

Conclusions based on this data:

- 1.

X PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

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: All Academic Content Subjects
LCAP/LEA GOAL:
GOAL #1: Raise Student Achievement for All Students: Improve academic achievement by raising the quality of teaching and learning, ensuring that all students graduate with the 21st century skills necessary to be college and career ready.
SCHOOL GOAL #1:
WASC GOAL: Align all curriculum and instruction to the Common Core State Standards, implementing integrated ELD standards in all classrooms. WASC GOAL: Align Science curriculum and instruction to New Generation Science Standards, implementing integrated ELD standards. WASC GOAL: Develop and administer common assessments aligned to CSS in each of the core subjects. WASC GOAL: Develop and implement a structured system of interventions in the classroom, department, and during the day to address the learning needs of all students. WASC GOAL: Increase the use of instructional strategies and differentiated instruction in all core subjects. Increase by 10% the percentage of all students meeting the A-G requirements preparing them for a 4-year post-secondary institution, including targeted subgroups by 5 percentage points. WASC goal: Increase by 10% students enrolled in Advanced Placement, college placement, and honors level courses, including targeted subgroups by 5 percentage points. Increase by 10% students participating and passing AP exams with a score of 3 or higher. Increase the number of Advanced Placement and dual enrollment courses per student interest. Increase the number of students earning grades of basic and above in all core subjects.

Data Used to Form this Goal:

Early Assessment Readiness for College (EAP) DATA..... ACT DATA

	#Tested	College Ready	Conditional	Not Ready	Year	Met College Readiness Benchmarks	Met all 4 Benchmarks	Graduation Rate			
2013 English	186	9%	13%	78%	English Reading Math Science			Class of 2013 = 90%			
2014 English	81	32%	20%	48%	2013	72%	41%	60%	29%	21%	Class of 2014 = 94%
.....2014	62%	31%	55%	17%	10%	Class of 2015 = 95%					

2013 Algebra II	36	11%	31%	58%
2014 Algebra II	81	32%	20%	48%

.....CST Science 2014 --% Proficient and Above by Subgroup.....

					FEP/EO	I-FEP	R-FEP	ELL	EO
2013 Sum Math	25	4%	92%	4%					
2014 Sum Math	45	16%	73%	11%	41%	43%	38%	5%	44%

	GPA 3.0 or higher	AVID	2014-2015	2013-2014
A-G Completion -- Percent/number of senior students meeting a-g				
Class of 2012 == 36% or 78 students (216 transcripts evaluated)	Grade 9.....18/41 = 44%	.....91/269 = 34%	-----	
Class of 2013 == 31% or 68 students (218 transcripts evaluated)	Grade 10.....11/15 = 73%	.....102/243 = 42%	.....53/252 = 21%	
Class of 2014 == 29% or 54 students (193 transcripts evaluated)	Grade 11.....16/20 = 80%	.....97/199 = 49%	.....62/233 = 27%	
Class of 2015 == 31% or 70 students (214 transcripts evaluated)	Grade 12.....48/64 = 75%	.....131/214 = 61%	.....149/193 = 77%	

AP DATA, MAY 2014 by SUBJECT.....by GRADE (144 enrollment count)

AP Subject	% w/ score 3+	% students w/ score 3+ on at least one AP test
English Language.....20%	.....Grade 12: 13%	(24% of seniors scored 3 or higher on at least one AP at any point during high school)
English Literature.....35%	.....Grade 11: 15%	
European History.....24%	.....Grade 10: 6%	
Macroeconomics.....50%	.....
Gov't & Politics.....12%	.....Test Year Enrollment.....%	Total AP students w/score 3 or higher
US History.....33%	.....May 2011.....98.....54%	
Calculus AB.....67%	.....May 2012.....48%	
Biology.....53%	.....May 2013.....144.....59%	
Chemistry.....56%	.....May 2014.....159.....54%	
Spanish Language.....100%		
Spanish Literature.....77%		

Findings from the Analysis of this Data:

EAP Data: The 2014 scores on the California State University's Early Assessment Program (EAP) indicate that a number of students have attained the requisite skills for college by their junior year. The percent of students deemed "ready for college" in English Language Arts and Algebra II significantly increased by 23% and 22%, respectively from the previous year. The percentage of students deemed "read for college" in Summative Math is significantly lower than in Algebra II. While the scores of students scoring "ready for college" in Summative Math is notably low, a much higher number of students have scored "conditionally ready for college" in Summative Math, indicating that FHS students are approaching the standard for college readiness.

ACT Data: The 2014 percentage of students meeting all four college readiness subjects significantly decreased by 11% from the previous year. Similarly, the percentage of students meeting the college readiness benchmarks in each subject area significantly decreased from the previous year: English by 10%; Mathematics by 5%; Reading by 10%, and Science by 12%. In each area, our students scored lower than the state average. (to check county averages)

A-G Completion Rate: For the last four years, the percent of students meeting the UC/CSU a-g requirements has steadily decreased with each graduating class, hitting a low in 2014 at 29%. The Class of 2015 had a higher completion rate at 31%. The proportion of students meeting the A-G requirements have been equal between female and male students, with a slight increase for males in 2015.

Advanced Placement Data: The percentage of students scoring 3 or above on the Advanced Placement exam significantly decreased by 25% from the previous year. Although we have added more Advance Placement courses, only students with high GPAs have had access to these classes. (to check this info with last year's scores)

Graduation Rate: FHS graduation rate has steadily increased over three years. The class of 2015 had a graduation rate of 95% which is higher than county and state graduation rates. Of the class of 2015 graduates, 22% enrolled in a post-secondary 4-year college compared to ___% of the 2014 graduates.

GPA Data: While the percentage of students attaining 3.0 and higher GPA significantly increased last year for our sophomores and juniors, the percentage of seniors attaining a 3.0 or higher GPA significantly decreased by 17%. Similarly, while the number of students enrolled in Advanced Placement courses significantly increased for our sophomores and juniors, enrollment significantly decreased for our seniors.

In summary, FHS students are not performing at the levels necessary for the school to exit "Program Improvement Status". Students continue to struggle with reading, writing and math. Gaps in math skills and reading proficiencies are barriers to student success in high school; and, in turn to be college and career ready. There is a strong need to implement a support system and comprehensive intervention program that includes classroom, department, and school-wide interventions. There is a need to provide teacher training on AP curriculum and instruction so that they may continue to incorporate AP updates into curriculum, along with CC specific standards, and more critical thinking assignments. There is an ongoing need for all teachers to be trained in CCSS implementation into curriculum and instruction, as well as integrated ELD in all subjects. There is a need to increase the number of underrepresented students in higher level courses.

NOTE: Prior to the 2012-13 school year, Fillmore high school had the REACH program to assist struggling readers; however, it was discontinued in 2012-13 school year. Accelerated Reader program was also in place for 10 years until the fall of 2013. FHS had structured collaboration time once a week with a late start for students; however, in 2012-2013 department time was minimized to one hour per month. The loss of a tutorial/advisory program, the loss of a reading program, and the loss of structured collaboration are all significant factors that have negatively impacted our students as evidenced by the overall data.

How the School will Evaluate the Progress of this Goal:

Performance on state assessments; number of students enrolled in 4-year and 2-year college; rate of graduation; number of students earning GPA 3.0 or above at each grade level -non-AVID compared to AVID students; number of students passing Advanced Placement (AP) exams with a score of 3 or higher; number of students determined prepared for college by the Early Assessment Program (EAP); SAT scores; D/F rate in all core subjects and at all grade levels; PSAT and SAT results; a-g completion rate, Quarterly benchmarks, end-of-course assessments, formative and summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>WASC GOAL: ONGOING PROFESSIONAL DEVELOPMENT</p> <p>a. On classroom strategies and support to implement: ~California State Standards ~Next Generation Science Standards ~College and Career Anchor Standards ~Integrated ELD standards in all subjects ~Digital Literacy</p>	15-16 School Year	Principal, Teachers, District	Conferences/ Workshops substitutes to release teachers			
<p>CO-TEACHING MODEL:</p> <p>a. Provide training for SPED and GEN ED teachers in co-teaching for additional support to EL students and SPED students.</p>	15-16 school year	Principal, Anna Morielli, EL and SPED teachers, Trina Tafoya	Training workshops Substitutes to release teachers	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools) Title I Part A: Disadvantaged Students	1,000 1,250.
<p>COLLEGE AND CAREER TECH PERSON:</p> <p>a. Work with students using Naviance online program to create their individual academic/career 10-year plan</p> <p>b. Educate students on college process and opportunities</p> <p>c. Disseminate information on local college fairs</p> <p>d. Assist students by keeping them on track with their A-G requirements</p> <p>e. Equip Center with workshops and materials to support college entrance</p>	15-16 school year	Principal, Erin Sebek, Rocio Benavides, Rosa Martinez, Susana Orozco, Dena Wyand, Ronda Reyes, FHS coordinator	Personnel Instructional materials and supplies Training -Naviance Workshops			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
f. Work with and coordinate with UCSB coordinator						
INSTRUCTIONAL ROUNDS: a. Continue to implement Instructional Rounds to improve the quality of teaching across all content areas b. Train teachers on process to identify and develop a common language of best practices in teaching and learning c. Share best practices at staff, department and leadership meetings d. Provide teacher release time to visit classrooms	15-16 school year	Principal, District, Trina Tafoya, Teachers, Anna Morielli	Training in Instructional Rounds Teacher release time -- substitutes			
CAREER PATHWAYS: a. Sustain and strengthen current pathways b. Expand CTE program	15-16 school year	Principal, Anna Morielli, Jeremy MacMahon, Bobbi Roderick, Joe Ricards, Kari Appleford, Greg Dehn, Bill Atwood, District	CTE Pathways			
INSTRUCTIONAL ASSISTANTS SPECIAL EDUCATION (IAs): a. Provide professional training for instructional assistants b. Maintain a full inclusion program for SPED students	15-16 school year	Principal, Julie Mendez, Peggy Escoto, Mayra Felix, Delia Hernandez, Debbie Thompson, Anna Morielli	Training workshops for instructional aides			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>c. Reinforce instruction to students with a variety of special academic and behavioral needs</p> <p>d. Present lessons in academic, social/emotional, fine/gross motor, health and behavioral skills and other areas as assigned</p> <p>e. Assist with student behavior, following classroom rules, behavior plans and approved techniques and strategies</p> <p>f. Assist teacher with monitoring and reporting of progress regarding student performance and achievement through observation, assessment and daily contact</p> <p>g. Accompany and assist students in general education classes, computer lab, library and other settings as assigned</p> <p>h. Assist with parent/guardian communication via telephone, written communication and translate and interpret as needed</p> <p>i. When requested, confer with teachers and support staff concerning IEPs</p> <p>j. Attend staff in-service trainings, professional development and other meetings</p> <p>k. Meet with administrator every other week or as needed to review data and student progress</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ADVANCED PLACEMENT CURRICULUM AND INSTRUCTION:</p> <p>a. Provide teacher training on Pre-AP/Honors curriculum and instruction</p> <p>b. Provide teacher training on AP curriculum and instruction</p> <p>c. Continue to incorporate AP updates into curriculum, along with CC specific standards, and more critical thinking assignments</p> <p>d. Develop and assign cross-curricular assignments</p> <p>e. Continue to develop and implement writing rubrics</p> <p>f. Develop and administer AP common assessments</p> <p>g. Collaborate with feeder teachers on rigorous, progression in curriculum</p>	15-16 school year	Principal, Anna Morielli, Chris Murphy, Matt Dollar, Nichia Huxtable, Norm Andersen, Cinda Francis, Lourdes Juarez, Mark Sebek, Steven Kandel, Kim Tafoya; Erin Sebek, District	<p>AP Training workshops</p> <p>Substitutes</p> <p>WASC focus area</p>			
<p>WASC GOAL: AVID PROGRAM</p> <p>a. Expand AVID program; offer class at each grade level to include schoolwide AVID</p> <p>b. Focus on academic preparations to increase the number of students enrolled in honors and advanced placement courses including SPED, low-socio economic, and EL learners</p>	15-16 school year	Principal, Erin Sebek, Michael Jennings, Anthony Chavez, District, Yolanda Ibarra, Rosa Martinez (UCSB), Anna Morielli	<p>Personnel -AVID Coordinator</p> <p>Workshops and conferences</p> <p>AVID membership fee</p>	5000-5999: Services	Title I	559.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>c. Collect data on student performance; course and college benchmarks, a-g completion rate, GPAs, enrollment in 4-year and 2-year colleges, D/F rates</p> <p>d. Renew AVID membership fee</p>						
<p>WASC GOAL: CSS TEXTBOOKS/MATERIALS</p> <p>a. Purchase and provide CSS aligned instructional materials and textbooks for teachers and for every student</p> <p>b. Purchase textbook class sets for SPED classes</p> <p>c. CA Common Core Place Lifetime License renewal</p>	15-16 school year	Principal, District, Debra Hoffman, Martha De La Rosa Ramirez, Anna Morielli	Textbooks Instructional Materials and Supplies License Renewal WASC focus area			
<p>WASC GOAL: LEADERSHIP TEAM</p> <p>a. Research and implement systematic classroom, department and school-wide interventions. District staff will research and develop a Multi-tiered academic support model for the District.</p> <p>b. Identify current practices and effective in-class academic and social emotional interventions for identified students and a data analysis of specific needs</p> <p>c. Collect and analyze data to monitor and evaluate existing interventions</p>	15-16 School Year	Principal, Cinda Francis, Jeremy MacMahon, Chris Murphy, Nichia Huxtable, Roz Mitzenmacher, Shelly Schwartz, Dena Wyand, Rocio Benavides, Luis Herrera, Stacia Helmer, Karina Romero, District, Joanne Dabbs, Anna Morielli	professional development - training and workshops -- interventions <ul style="list-style-type: none"> -data analysis Release time - substitutes instructional materials and supplies WASC focus area			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>d. Provide professional development on Tiered Systems of support and in creating a system of data collection for interventions</p> <p>e. Research successful Response to Intervention programs</p> <p>f. Provide professional development in refining role of Student Study Teams (SST)</p> <p>g. Provide professional development in appropriate processes for EL students for identification and placement in Special Education</p> <p>h. Establish process to exist SPED students who have also been identified as English Learners with learning disability</p>						
<p>HOMEWORK CLUB:</p> <p>a. Create a stipend position to implement and provide daily after-school tutorial for EL students to complete homework and receive support for their classes</p> <p>b. Monitor D/F grades -data analysis</p> <p>c. Provide compensation or community service hours for student tutors</p>	15-16 school year	Principal, teacher, Rocio Benavides, Karina Romero, Anna Morielli	Personnel instructional materials and supplies WASC focus area	4000-4999: Books And Supplies	Title I	200.
WASC GOAL: DEPARTMENT MEETINGS/STRUCTURED COLLABORATION:	15-16 school year	Principal, Departments, Leadership Team, Anna Morielli	Release time - substitutes as needed -- collaboration time			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>a. Ensure coherent CSS implementation incorporating technology into curriculum, instruction, and communication tied to learning objectives.</p> <p>b. Collect and analyze data resulting in classroom, department, and school-wide interventions</p> <p>c. Share best practices on teaching strategies, differentiated instruction, primary source documents into curriculum aligned to CSS, cross-curricular lessons including writing rubrics and common assignments.</p>			Technology training				
<p>ONLINE LEARNING SUPPORT OPTIONS:</p> <p>a. Promote online academic interventions for students struggling to meet a-g and graduation requirements</p> <p>b. Continue online resources:</p> <ul style="list-style-type: none"> • MangaHigh to address math deficits • Britannica for research and writing • Study.com - visual lessons for all students, including EL learners and SPED students • Read, Write Gold program for struggling readers <p>c. Continue to research online resources for expanded learning opportunities and to support students with</p>	15-16 school year	Principal, Debbie Hoffman, Martha De La Rosa Ramirez, Leadership Team	Academic interventions /support	Licenses -online resources	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>improving/strengthening academic skills</p> <p>c. Continue to research software aligned to CSS/NGSS, College and Career Anchor Standards, ELD integration</p>						
<p>COMPREHENSIVE ACADEMIC COUNSELOR PROGRAM:</p> <p>a. Counselors will meet with all students at a minimum of once a year to ensure a course of study that fulfills graduation requirements and a-g. This is in order to increase graduation rate.</p> <p>b. All students will have a minimum of 1 face-to-face meetings with a counselor to discuss career and college pathways and monitor progress toward high school graduation and college entrance requirements using the Transcript Evaluation Form</p> <p>c. . Identify and recruit underrepresented students from their classes who demonstrate potential to be successful in more advanced classes - Administer and use PSAT results for data analysis</p> <p>d. Continue to monitor student enrollment in post-secondary colleges: 2-year, 4-year or work, military/other</p>	15-16 school year	Principal, Dena Wyand, Ronda Reyes Deutsch, Rocio Benavides, Yolanda Ibarra, Erin Sebek, Susana Orozco, UCSB coordinator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>UCSB EARLY ACADEMIC OUTREACH PROGRAM (EAOP):</p> <p>a. Continue partnership with UCSB EAOP</p> <p>b. Expand postsecondary education opportunities and help students become competitively eligible applicants for college admission, going beyond minimum eligibility.</p> <p>c. Continue to monitor student enrollment in post-secondary colleges: 2-year, 4-year or work, military/other</p> <p>d. Continue to monitor a-g completion/evaluate transcripts</p> <p>e. Continue to hold Higher Education Week</p>	15-16 school year	Principal, UCSB Coordinator, District				
<p>CREDIT RECOVERY:</p> <p>a. Continue after-school interventions: Migrant PASS program and APEX online credit recovery during school year and in summer school as well as Learning Connections to assist with meeting graduation requirements.</p> <p>b. Continue and improve articulation between Alternative High School, Comprehensive High School, and Middle School.</p> <p>c. Monitor student progress/grades</p>	15-16 school year	Principal, Darby Schieferle, Trina Tafoya, Ronda Reyes, Dena Wyand, Anna Morielli	Personnel	1000-1999: Certificated Personnel Salaries	Title I	
			Personnel	1000-1999: Certificated Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SATURDAY SCHOOL: a. Create a stipend position to implement a Saturday intervention b. Intervention --provide low-socio economic, EL and SPED students with an alternative way to achieve proficiency on the CSS Math and English standards (WASC focus area)	15-16 school year	Principal, Math/English teachers, Anna Morielli				

X PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

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: Mathematics/English Language Arts
LCAP/LEA GOAL:
GOAL #1: Raise Student Achievement for All Students: Improve academic achievement by raising the quality of teaching and learning, ensuring that all students graduate with the 21st century skills necessary to be college and career ready.
SCHOOL GOAL #2:
WASC GOAL: Increase student performance in the areas of Math and English Language Arts in conjunction with the new CAASPP Smarter Balance testing program; establish baseline based on CSS and SBAC assessments administered in 2015. In Math demonstrate a 5% increase in the number of students achieving proficiency or higher on the MDTP and post-assessments. In ELA, demonstrate a 5% increase on the English Quarterly benchmark, and a 5% increase in percentage of students achieving proficiency or higher on CSS reading standards. Increase percentage of students passing 10th grade CAHSEE by 2% each year in Math and ELA WASC GOAL: Increase percentage of student passing CAHSEE by 3% each year for EL students and by at least 3% for low socio-economic students in Math and ELA. WASC GOAL: Increase the number of students earning a grade of basic and above in ELA and Math

Data Used to Form this Goal:

Math pre-and-post diagnostic tests, diagnostic CC reading test, Quarterly benchmarks, formal and informal assessments; PSAT, SAT scores, end-of-quarter/semester grades, D/F rate in math and ELA, WASC report, November 2014.

MDPT DATA: GAINS.....
 Algebra 2:.....Pre-test:....38.2%.....Post-test:....49.1%.....Mean Score:.....10.9%
 Enhanced Math 1:....Pre-test:....69.8%.....Post-test:....77.7%.....Mean Score:.....7.8%
 Geometry:.....Pre-Test:....29.6%.....Post-test:....32.9%.....Mean Score:.....3.4%
 Math 1:.....Pre-test:....43.1%.....Post-test:....43.1%.....Mean Score:.....8.3%
 Honors Algebra 2:....Pre-test:....55.8%.....Post-test:....70.9%.....Mean Score:.....15.1%

2014-15 D/F MATH/ENGLISH

.....D grade.....F grade.....Total
 Math.....192.....242.....434 (46%)
 English.....87.....79.....166 (18%)

PSAT DATA: 2014-15	SAT DATA -November 2014		# of	Critical Reading	# of	Mathematics	# of	Writing
Reading Average..... 42.5%.....			Students	Average Score	Students	Average Score	Students	Average Score
Math Average.....42.5%.....	700-800	0	0		0		0	
Writing Average.....42.5%.....	600-690	4	635	7	642	2	610	
	500-590	13	539	9	525	9	525	
	400-490	9	455	12	454	15	442	
	300-390	6	366	4	337	5	354	
CCSS READING Data: Average Score: 27.7%	Overall Average Score	511		502		448		

Percentage of Students scoring Proficient

- 10%.....Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 44%.....Determine central central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- 16%.....Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 33%.....Determine the meaning of words and phrases as they are used in text, including figurative, connotive, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 38%.....Analyze various accounts of a subject told in different mediums (e.g. a person's life story both in print and multimedia), determining which details are emphasized in each account.
- 9%.....Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Findings from the Analysis of this Data:

WASC Finding: There is a strong need for more teacher collaboration time to address instructional and curricular issues; to analyze and compare student data; to create common formative and summative assessments; to share best practices; to design and implement a support system and intervention programs to close the achievement gap from classroom interventions to school-wide interventions, as well as, to examine the use of technology and new assessments for the Common Core.

WASC Finding: There is a strong need to develop an articulation plan with the Middle School administration and teachers to identify the needs of incoming 9th graders based on performance data in math and English, and to develop instructional interventions and strategies. Of the incoming 9th graders, sixty (60) students did not promote from the Middle School.

Common Core State Standards require our students to think critically, analyze and evaluate all text across all content areas and grade levels. Our students continue to struggle with mastering standards in reading, writing, and math. Last year, the English Department administered a diagnostic CC reading test to our 9th graders; only 27.7% scored proficient on the standards. Similarly, our students continue to struggle in math courses and across grade levels teaching to the new Common Core. Last year, FHS implemented Integrated Math, beginning with Math 1. To evaluate student readiness, the Math Department administered a preparedness pre-and post test (MDPT) to our students enrolled in Algebra 2, Enhance Math 1, Geometry, Math 1 and Honors Algebra 2. Although our students made huge gains between the pre- and post tests, the average mean score for each math subject area indicated that students continued to score below proficiency levels across grade levels and math content areas.

PSAT 2014 Data: Our students scored on average 42.5% in critical reading, writing and mathematics.

On the CAHSEE census, student performance over the past three-years has remained consistent with an 80 percent pass rate, with a 2015 proficiency rate of 46% in ELA and 45% in Math. The passage rate of all subgroups increased with the exception of the white subgroup during this three-year period. The percent of ELA exam passage rates for Special Education students increased significantly from 14% to 30% over the three-year period. The data indicates that there is a 35% discrepancy between the passage rate of English learners at 48% and the passage rate of the white subgroup at 83%. A three-year comparison of CAHSEE Math data reveals passage rate increases for all students and for all subgroups with the exception of the white subgroup. Students with Disabilities increased their passage rates significantly from 14% to 50% with English learners increasing their rates from 52% to 63%. There is a persistent percentage gap between White only and English learners on state assessments.

In short, our students will continue to struggle in mastering the Common Core State Standards unless we address the gaps in reading, writing and math skills.

How the School will Evaluate the Progress of this Goal:

The Math and English Departments will use a combination of classroom formative and summative assessments including Quarterly benchmarks, MDPT aligned to CCSS, practice SBAC tests, CAHSEE. Teachers will use Illuminate data management system to monitor student progress to guide curriculum and instruction, pacing guides, lesson plans, common assessments, proper placement, and targeted interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LIBRARY CLERK/TECH: a. Provide all students access to appropriate books and online resources b. Support underperforming students	15-16 School Year	Principal, Martha de la Rosa Ramirez, Debra Hoffman, Anna Morielli	library clerk	2000-2999: Classified Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>access to computers for online tutorials, including Read Write Gold program for struggling readers, Britannica for extended learning for all students, especially EL students, SPED students, and low-socio economic students, including Read, Write Gold reading/writing program, MangaHigh Math, Study.com.</p> <p>c. Provide extended library hours; before-and after school, during nutritional break and lunch</p> <p>d. Provide assistance to students, teachers, counselors and parents in making effective use of the library</p> <p>e. Assists staff and students with use of computers</p>						
<p>WASC GOAL: MATH/ELA DEPARTMENTS:</p> <p>a. Analyze differences in student results in math and ELA with instructional variables to improve student results</p> <p>b. Develop and administer Common Assessments tied to CSS</p> <p>c. Collect and analyze data using Illuminate to guide lesson planning and intervention program development</p> <p>d. ELA and Math departments will</p>	15-16 school year	Principal, Math and English teachers, Trina Tafoya, Anna Morielli				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
collaborate with the SPED on curriculum and instruction to guide general education curriculum for SPED students						
<p>FLASH 9TH GRADE INTERVENTION:</p> <p>a. Implement two periods of freshman intervention class to develop study skills; reading and basic math skills.</p> <p>b. Collect and analyze data (grades, student works) for effectiveness of intervention</p> <p>c. Work with academic and social/emotional counselors for additional support</p>	15-16 School Year	Principal, Josh Overton, Matt Dann, Rocio Benavides, Dena Wyand, Ronda Reyes Deutsch, Joanne Dabbs, Anna Morielli	WASC focus area			
<p>MATH SUPPORT/INTERVENTION:</p> <p>a. Continue math intervention class during school day to support EL and SPED students pass CAHSEE and build necessary math skills</p> <p>b. Research best practices in differentiated instruction, intervention strategies</p> <p>c. Collect and analyze data for effectiveness of intervention</p>	15-16 School Year	Principal, Steven Kandel, Rocio Benavides, leadership team Anna Morielli	<p>Personnel</p> <p>Instructional materials and supplies</p> <p>WASC focus area</p>	1000-1999: Certificated Personnel Salaries	Title I	16,269.
<p>ENGLISH SUPPORT/INTERVENTION:</p> <p>a. Continue English intervention class during school day to support EL and</p>	15-16 School Year	Principal, Heather Casanave, Rocio Benavides, leadership team,	<p>Personnel</p>	1000-1999: Certificated Personnel Salaries	Title I	19,709.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SPED students to pass the CAHSEE and development/build necessary basic reading and writing skills</p> <p>b. Research best practices in differentiated instruction, intervention strategies</p> <p>c. Collect and analyze data for effectiveness of intervention</p>		Anna Morielli	Instructional materials and supplies WASC focus area			
<p>READING INTERVENTION</p> <p>a. Hire a reading specialist</p> <p>b. Implement a reading intervention program and/or class</p> <p>c. Continue to use STAR to test student reading levels for proper placement</p>	15-16 school year	Principal, District, English Department, Leadership Team, Trina Tafoya, Anna Morielli	Personnel Materials and supplies Tutorial program WASC focus area			
<p>COLLEGE ENTRANCE EXAMS:</p> <p>a. Administer the PSAT to all grade 10 and 11 students</p> <p>b. Identify Advanced Placement potential students while giving students additional experience before taking the SAT</p> <p>c. Identify underrepresented students to place in Advanced Placement classes, take and pass the AP exams</p>	15-16 school year	Principal, Joanne Dabbs, Counselors, Erin Sebek, Anna Morielli				
ACADEMIC/PEER TUTORS/MENTORS	15-16 school year	Principal,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Counselors or by teacher request - Assign students to serve as tutors/mentors in math classes for elective credit or community service		counselors, teachers, Anna Morielli				
<p>ONLINE RESOURCES -EXTENDED LEARNING</p> <p>a. Continue to provide online resources for extended learning opportunities, including</p> <ul style="list-style-type: none"> • MangaHigh to address math deficits • Britannica for research and writing • Study.com - video lessons in several content areas providing visuals, especially for English learners and SPED students • Read, Write Gold program for students struggling with reading <p>b. Purchase Rosetta Stone for English Learners to acquire the English language</p> <p>c. Continue to research, purchase, and implement online resources for extended learning with a focus on the needs of targeted subgroups and GATE students.</p>	15-16 school year	Principal, Debra Hoffman, Martha De La Rosa Ramirez, Teachers, Anna Morielli	Online resources - licenses/software	5000-5999: Services And Other Operating Expenditures	Title I	
<p>ONLINE MATH RESOURCES:</p> <p>a. Continue to provide free online Math resources for parents, students</p>	15-16 school year	Principal, Librarian, Library Clerk, Teachers, Parents, Anna Morielli				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and staff, including Purplemath www.purplemath.com Shmoop www.shmoop.com Wolframmath www.Mathworld.wolfram.com Khanacademy https://www.khanacademy.org Youtube Youtube.com Mathematics Vision Project www.mathematicsvisionproject.org Catch Up Math www.catchupmath.com						
			None Specified			

X PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

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: English Language Development (ELD)
LCAP/LEA GOAL:
GOAL #1: Raise Student Achievement for All Students: Improve academic achievement by raising the quality of teaching and learning, ensuring that all students graduate with the 21st century skills necessary to be college and career ready.
SCHOOL GOAL #3:
WASC GOAL: Increase the number of English Learners making annual progress in learning English and mastering the California State Standards in Math and ELA/ELD standards. Increase reclassification rate by 8%, and demonstrate a 10% decrease in the total number of Long Term English Learners (LTELs) Increase the number of EL learners enrolled in AP and Honors courses by 2% as well as increase by 2% AP exam pass rate with a score of 3 or higher Increase by one CELDT proficiency level per year -- meeting or exceeding AMAO 1 and 2 targets for every EL student Increase the number of EL learners who earn the required credits at each grade level by 30%. Increase the number of EL learners enrolled in the A-G courses by 5%. Increase the number of EL learners meeting the A-G requirements by 5% WASC GOAL: Increase the number of EL learners enrolled in the AVID program by 5% WASC GOAL: Increase the number of EL learners who are college ready as measured on the EAP WASC GOAL: Increase the number of EL learners passing 10th grade CAHSEE by 3%
Data Used to Form this Goal:
CAHSEE results, CELDT scores, AMAO reports, English 3D1 and 3D2 pre-and post-test results, AP data, student enrollment in AP, CP, and Honors, AVID enrollment and grades; observations on student engagement, RFEP data, sign-in logs on use and frequency of computer labs, use of technology in the classroom, WASC Report, November 2014

Findings from the Analysis of this Data:

WASC Report: The staff identified a need for more professional development around the transition to CCSS and ELL strategies. State assessments indicate that there is a large achievement gap between White students and English learners. We need a continued focus on the learning needs of English learners to facilitate language acquisition and enable students to access the curriculum in all classes. A continued focus on increasing the 10th grade CAHSEE pass and proficiency rate for English learners.

The Title III AMAO Report indicates that the percentage of English learners making annual progress in learning English has progressively decreased over a three year period from 59.8% in 2011-12 to 54.7% in 2013-2014. There is a slight decrease in the percentage of English learners attaining the English proficient level of those students who have been in our programs for less than 5 years from 21.5% to 21.4% over the last three years. Of those English learners who have 5 years or more in our programs there has been a significant increase in the percentage of students attaining the English proficient level on the CELDT over a three year period from 43.6% to 50.5%. In 2014-15, the District met AMAO I and AMAO II targets. Contributing factors to meeting AMAO targets include administering the CELDT in October, and implementing the English 3D intervention class for our long term English learners.

CAHSEE EL DATA: English takes longer to acquire than math skills. The data shows that students who have been in the U.S. longer than 5 years do better on the English CAHSEE than on the Math CAHSEE. The reverse is true for Math CAHSEE: Students who have been in the U.S. 3 years or less have a higher pass rate in Math than students who have been in the U.S. schools 6 or more years.

CAHSEE RFEP DATA: Students that have been redesignated to fluent English proficient (RFEP) passed the CAHSEE Math and ELA at a 92% and 91% rate respectively. Acquisition of the English language is the key to passing the CAHSEE. However, of the 91% who passed the CAHSEE ELA, 56% scored proficient. In Math, of the 92% who passed CAHSEE Math, 44% scored proficient. Many English learners are reclassified R-FEP before reaching proficiency in English language arts and mathematics. Some of these students are unable to pass or reach proficiency on the CAHSEE.

It is also noted that students who have been in the U.S. 6 years or more do not speak the formal or fluent Spanish compared to students who have been here 3 years or less that do speak the Spanish language. This may be a contributing factor as to why English learners who have been in the US 6 years or more do not pass the CAHSEE or the CELDT at the same or higher rate than the English learners who have been here for 3 years or less.

Although we added more Advanced Placement and AVID classes, only students with high GPAs have had access to these classes; English learners continue to be underrepresented in higher level, college readiness, and elective classes.

How the School will Evaluate the Progress of this Goal:

EL Monitoring: Twice a year when reclassification data is reviewed; reclassified students will be monitored for two years at checkpoints of 6 months, 12 months, 18 months; at grade level collaborative meetings, at SST meetings as needed; EL data review: At staff meetings on a quarterly basis; at leadership and department meetings on a monthly basis; at District EL meetings. Frequency of library use during structured ELA/ELD classes; positive growth in the rate of reclassification; decrease in the number of LTELs; CELDT scores --positive growth according to AMAO; positive growth in CAHSEE pass rate for ELLs; CAASPP scores; observations/walk-throughs - positive growth in student engagement, positive growth in number of classrooms using a variety of teaching strategies and integrating technology into curriculum and instruction, English 3D assessment data - positive growth between pre-test and post-assessments, positive growth in the number of students using technology in the classrooms targeting English development and acquisition.

Measure the effectiveness of EL instruction via key student indicators - Title III criteria - CELDT and CST Science scores, RFEP, benchmarks and local assessments, etc.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>WASC GOAL: ONGOING PROFESSIONAL DEVELOPMENT</p> <p>a. On ELL strategies</p> <p>b. On integration of ELD standards in curriculum and instruction in all content areas</p> <p>c. On differentiated curriculum and instruction for newcomers and long-term English language learners</p> <p>d. Training to enhance English 3D curriculum for Long Term ELs</p> <p>e. Provide additional resources to enhance and support LTELs especially the implementation of English 3D, EL Write Institute and other LTEL strategies</p>	15-16 School Year	Principal, Leigh Maroney, Michael Jennings, Teachers, District, Anna Morielli				
<p>WASC GOAL: PROFESSIONAL DEVELOPMENT-TECHNOLOGY</p> <p>a. Educational technology embedded in ELD curriculum and instruction</p> <p>b. Increase student access to technology to support English language development and acquisition</p>	15-16 School Year	Principal, Debra Hoffman, Teachers, Trina Tafoya, District, Anna Morielli				
<p>ELD SITE LEAD:</p> <p>a. Increase the stipend</p> <p>b. Continue to monitor progress of Redesignated Fluent English</p>	15-16 school year	Principal, Karina Romero, Rocio Benavides, Leigh maroney, Michael Jennings, Susana Orozco, teachers,	Personnel	1000-1999: Certificated Personnel Salaries	Title I	750.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Proficient (RFEP) students in core subjects and develop interventions</p> <p>c. Provide testing support for CELDT</p> <p>d. Track and check- in with D/F students</p> <p>e. Monitor effectiveness of English 3D program</p> <p>f. Identify students for targeted interventions - English 3D, Math 1A, Math 1, support classes, SST</p> <p>g. Monitor student progress in English 3D, Math 1A, Math1, Math/English support classes, AVID</p>		Anna Morielli				
<p>ZERO PERIOD ELECTIVE:</p> <p>a. Implement a zero period elective class to provide access for ELs to participate in core and elective/enrichment courses</p>	15-16 school year	Principal, Greg Dehn District, Anna Morielli				
<p>INSTRUCTIONAL ASSISTANT (IA) ELD</p> <p>a. Provide training for EL newcomer content area support and to assist with EL courses</p> <p>b. Meet every other week or as needed with administrator to review data and student progress</p>	15-16 school year	Principal, Mayra Felix, District, Anna Morielli				
INSTRUCTIONAL MATERIALS:	15-16 school year	Principal, Michael Jennings, Leigh	Dictionaries	4000-4999: Books And Supplies	Title I	1,500.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase dictionaries to support English learners on school assignments b. Purchase Rosetta Stone for English acquisition for newcomers c. Purchase instructional materials		Maroney, Anna Morielli	Instructional Materials software/license WASC focus area	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I	1000.
Hire a LITERACY COACH a. Focus on English Learners and the CSS; professional development on engagement strategies such as cooperative learning and academic discourse strategies b. Develop a protocol to monitor and then provide intervention for Redesignated Fluent English Proficient students	15-16 School Year	Principal, District, Trina Tafoya, Karina Romero, Anna Morielli				

X PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

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: Technology
LCAP/LEA GOAL:
GOAL #1: Raise Student Achievement for All Students: Improve academic achievement by raising the quality of teaching and learning, ensuring that all students graduate with the 21st century skills necessary to be college and career ready.
SCHOOL GOAL #4:
WASC GOAL: Increase the use and effectiveness of educational technology in all core content areas to ensure that students are college and career ready WASC GOAL: Integrate technology into curriculum and instruction at all grade levels and across curriculum, tied to learning objectives WASC GOAL: Increase student use of technology in the classroom to support expanded learning in core subjects and as a supplement to standardized instruction across core subjects and electives WASC GOAL: Increase access to technology for English Learners that supports English acquisition and development Establish components of PBIS that are inclusive of technology
Data Used to Form this Goal:
Teacher and student surveys on digital literacy; number of student computers in classrooms; teacher sign-in logs on use and frequency of computer labs; lesson designs integrating technology; classroom observations on student engagement; student sign-in logs to access online resources during extended library hours; student projects/work samples; WASC visiting committee report, November 2014.
Findings from the Analysis of this Data:
WASC Report: There is a need to integrate technology with curriculum and instruction aligned to CCSS and tied to lesson objectives, and to increase students' use within the classroom. Students are unable to use technology to support their learning due to the lack of technology within the classroom. Technology for both students and teachers needs to be updated and tied to learning objectives in a meaningful way. There is a need for professional development in the use of teacher and student technology. There is a need for teacher training on how to use Illuminate software to assess student data.
How the School will Evaluate the Progress of this Goal:
Positive growth in student use and frequency of online resources during extended library hours; positive growth in use and frequency of computer labs for classroom instruction; positive growth in the number of student projects and work samples using technology; positive growth in the level of student engagement; positive growth in percentage of students earning a 2.0 or higher GPA, positive growth in rate of reclassification, positive growth in number of English learners meeting AMAO targets.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
WASC GOAL: INTEGRATION OF TECHNOLOGY	15-16 School Year	Principal, Teachers, District, Debra	Professional Development			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>a. Professional development on use and effectiveness of technology</p> <p>b. Professional development on strategies for teaching with technology</p> <p>c. Professional development on integrating technology into units of study/ curriculum and instruction at all levels and across content areas</p> <p>d. Provide professional development on the use and effectiveness of OFFICE 365</p> <p>e. Increase student use within the classroom for extended learning opportunities tied to lesson objectives</p> <p>f. Increase student use within the classroom to support English acquisition and development, and all areas of study.</p>		Hoffman, Erin Sebek, Anna Morielli				
<p>WASC GOAL: DATA ANALYSIS</p> <p>a. Develop common assessments for software data program "Illuminate"</p> <p>b. Analyze student data across core subject areas and at all grade levels to guide curriculum and instruction, pacing guides, common assessments, classroom, department and school-wide interventions</p>	15-16 School Year	Principal, Teachers, Departments, ELD and AVID Site Leads, Leadership Team, District, Anna Morielli				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>LIBRARIAN:</p> <p>a. Implement 3 periods for Librarian to:</p> <p>b. Research instructional materials and online resources, including online resources aligned to CSS to support teachers and students and tied to English acquisition</p> <p>c. Recommend instructional materials and online resources to equip a professional and academic library for students and staff</p> <p>d. Provide in-service to 9th graders on use of technology and how to access online resources</p> <p>e. Support/improve teacher ability to access curriculum software in ELD, Special Education programs, and on-line credit recovery</p> <p>f. Train students on how to properly utilize software, online resources and internet destinations to foster academic growth</p> <p>g. Manage/supervise library functions</p>	15-16 School Year	Principal, Debra Hoffman, Martha De La Rosa Ramirez, Anna Morielli				
<p>TECH SUPPORT PERSON:</p> <p>a. Add 1.5 hours each day to tech support position (presently at 30 hours per week) with a focus on supporting and training EL, SPED and</p>	15-16 school year	Principal, Derek Olsen	Personnel - Tech support additional hours-Tech Support WASC focus area	2000-2999: Classified Personnel Salaries	Title I	20,800.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>low-socio economic students on access and use of technology</p> <p>b. Support technology integration for CSS implementation in core subjects</p> <p>c. Support/improve teacher ability to access curriculum software in ELD, Special Education programs, and on-line credit recovery</p> <p>d. Train students on how to properly utilize software, online resources and internet destinations to foster academic growth, and extended learning</p>						
<p>WASC GOAL: INFRASTRUCTURE:</p> <p>a. Increase and update technology infrastructure to support the increased use of technology in the classrooms</p> <p>b. Purchase projectors, document cameras for teachers to use for instruction, embed technology as part of lesson</p>	15-16 school year	Principal, District	Technology equipment	4000-4999: Books And Supplies	Title I	2,000
<p>Purchase Digital Literacy software</p> <p>a. Embed in PBIS model</p>	15-16 school year	Principal, District				

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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 Climate and Safety

LCAP/LEA GOAL:

GOAL #2: Family and Community Engagement: All families are valued as partners in their child's education and included in the learning process to empower them to support their child's preparation for current and future success.

GOAL #3: Ensure a Positive School Climate: Ensure all district/school sites have safe, welcoming, and inclusive climates for all students and their families to support 21st Century learning in order to be college and career ready.

SCHOOL GOAL #5:

5a. Create a safe and orderly learning environment

Increase for all students, including targeted subgroups, graduation rates and decrease dropout rates, non-safety related suspensions, and expulsions by 5%.

Increase school attendance rate by 5%.

Improve school safety and facilities as measured by the Williams Inspection Act, School Safety Plan.

Reduce chronic absenteeism by 5%.

Reduce by 10% of students tardy to class

Increase by 5% of students on Children's Healthy Kids Survey reporting that they feel safe and connected to school

Increase by 10% of students achieving a 3.0 GPA or better

Maintain facilities in good condition as measured by the Williams' inspection

Increase offerings in electives and enrichment classes

Increase monthly, weekly, daily school activities and leadership opportunities

5b. WASC GOAL: Increase family engagement and outreach for school activities as well as increase participation in FHS educational community.

Data Used to Form this Goal:

Total number of office referrals; office referrals by grade level; number of students who had 3 or more office referrals during the year (frequent fliers); rate of suspensions and expulsions; rate of attendance; rate of tardies to class; drop out rate; graduation rate; library use sign-in logs; WASC visiting committee report, November 2014, CA Healthy Kids Survey, Facilities maintenance scores.

Findings from the Analysis of this Data:

Office referrals: There was a decrease in the number of office referrals in 2014-2015 (466) compared to office referrals in 2013-2014 (600 plus). The difference is attributed to the implementation of a progressive discipline model wherein teachers were the first line of defense, making parent calls and assigning consequences, except for egregious and repeated behaviors. The new leadership has made school climate on campus more welcoming; students feel more connected to school and more engaged in school activities. The male students received the majority of referrals (80%) as compared to the female students at 20%. The two grade levels with the most referrals were grades 9 and 10. The factors for these grade levels that may have contributed to their higher numbers is level of student maturity and lack of social skills. The top two reasons for the office referrals were defiance and willful disruption of classroom instruction. Of the office referrals, 29 students had three or more office referrals during the year; they generated 34% of the total number of referrals for the year.

Suspension Rate: We had more suspensions (123) in 2014-15 compared to the 2013-2014 school year (106). In 2013-2014, FHS implemented the Restorative Discipline/conflict resolution model in the place and stead of suspensions.

Expulsion Rate: On the other hand, we had 3 expulsions in 2014-2015 compared to 8 expulsions in 2013-2014. for possession and/or being under the influence of a controlled substance. Gang activity or threats/intimidation diminished in 2014-2015 as a result of the 2013-2014 expulsions. (TO CHECK THIS DATA)

Tardy Rate: We had more than 6700 tardies to class in 2014-2015 school year; the most tardies from our 9th and 10th graders. The periods most often late to class were periods 1 and 2. Students were assigned lunch and after-school detentions for tardies between period 2 and 6; the effectiveness of the tary policy is unknown.

Drop out rate: The drop out rate for the 2014-2015 and 2013-2014 school years remained the same; four students reached the age of majority, students with learning disabilities who have the choice of returning to high school until they reach the age of 22.

Graduation Rate: The graduation rate has remained steady between 93% and 95% in the last three years.

Responses on the California Healthy Kids Survey indicate a need to increase students' school connectedness and opportunities for meaningful participation in school.

WASC Report: There is a strong need to address how to engage Latino, English learner students, and students from low socio-economic backgrounds in school and strengthen the relationship between home and school as indicated in the number of suspension and expulsions for Latino students. Staff must continue to improve school climate. On the survey and interviews with the WASC representatives, students reported that they felt safe at FHS.

How the School will Evaluate the Progress of this Goal:

Facilities in good repair survey; rate of suspensions; rate of expulsions; rate of office referrals and by grade level; rate of attendance; rate of tardy to class; rate of parent attendance and participation in ELAC, PTO, SSC, FLASHES, Booster clubs; graduation rate; number of students earning 3.0 or higher GPA; increase in number and level of participation in school activities and events; teacher and student surveys on school connectedness, establishing a baseline of parent participation in activities, workshops, and decision-making committees.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS/MTSS) - The BOLTS Team	15-16 School Year	Principal, Joanne Dabbs, Chris Murphy, Steven Kandel, Cinda				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>a. Develop, adopt and implement written policies for student and staff behavior in the school's common areas</p> <p>b. Teach effective supervision skills to all staff members</p> <p>c. Develop "Guidelines for Success" - lifelong character traits essential to being successful in life</p> <p>d. Develop and adopt a 3-level system for misbehavior in the common areas and the classroom that clearly identifies which behaviors are handled by the teachers and which misbehaviors need to involve the administrator.</p> <p>e. Administer and collect survey data from staff, students and parents</p> <p>f. Hold weekly PBIS team meetings for data analysis to guide and adjust program</p> <p>g. Continue professional development to develop and implement a multi-tiered systems support</p>		Francis, Jeremy MacMahon, Rocio Benavides, Annette Fox, Joe Woods, Leo Vazquez, Jessica Siegal, Anna Morielli				
<p>COMPREHENSIVE SCHOOL SAFETY PLAN:</p> <p>a. Purchase PA system to ensure immediate, efficient communication to all staff in times of emergencies.</p>	15-16 school year	Principal, teachers, staff, students, search & rescue teams; Kari Appleford, Anna Morielli, District				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>b. Continue to modify SAFETY PLAN based on needs assessment</p> <p>c. Continue to inventory, purchase and stock emergency supplies</p> <p>d. Train Search & Rescue teams on emergency/disaster preparedness</p> <p>e. Continue to train students and staff in emergency preparedness, at minimum 6 drills per year</p> <p>f. CERT training</p>						
<p>FAMILY ENGAGEMENT AND OUTREACH PROGRAM:</p> <p>a. Hire a 3 hour/day Attendance Advisor to assist parent outreach and attendance clerk to increase attendance rate, decrease truancy, decrease drop-outs rates, increase graduation rate, increase completion of a-g of EL, SPED and low-socio economic students</p> <p>b. Continue to expand opportunities for parents and community members to actively participate in school and district activities such as PTO, Booster Clubs</p> <p>c. Offer opportunities for parents to develop leadership skills and participate in decision-making committees such as SSC, ELAC and FLASHES</p>	15-16 school year	Principal, Rocio Benavides, Lupe Medina, Anna Morielli, District	<p>Family Engagement</p> <p>Instructional Materials/Supplies Workshops</p> <p>Personnel - Lupe Medina</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Parent Involvement</p> <p>Title I</p> <p>Title I</p>	<p>1200.</p> <p>300.</p> <p>27,314.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>c. Retain Bilingual Community School Liaison to support communication between home and school, specifically for families of English Learners</p> <p>d. Expand offerings of computer literacy and English as a Second Language classes for parents and provide child care</p> <p>e. Increase skilled translation/interpretation staff</p>						
<p>COUNSELING AT-RISK PROGRAM:</p> <p>a. Retain intervention counselor</p> <p>b. Monitor academic progress of at-risk students</p> <p>c. Provide academic and social-emotional support; one-on-one attention for each student</p> <p>d. Provide monthly parent informational nights that focus on academic success, graduation, college and career</p> <p>e. Hold D/F meetings and improvement plans with students and parents</p> <p>f. Hold family/teacher conferences</p> <p>g. Monitor and collect parent attendance data at parent activities/workshops</p>	15-16 school year	Principal, Rocio Benavides, Ronda Reyes Deutsch, Dena Wyand, Joanne Dabbs, Anna Morielli	Instructional materials and supplies WASC focus area			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>h. Establish a baseline for parent participation</p> <p>i. Facilitate student study team meetings</p>						
<p>ATTENDANCE INTERVENTION</p> <p>a. Hire an ATTENDANCE ADVISOR - 3 hours per day to make out calls to parents and students to increase attendance rate, decrease truancy, decrease drop-outs rates, increase graduation rate, increase completion of a-g of EL, SPED and low-socio economic students</p> <p>b. Implement a systematic protocol to handle students who miss class or arrive late to class</p> <p>c. Hold lunch detention everyday for tardies periods 2-6</p> <p>d. Hold parent conferences/meetings</p> <p>e. Document under Student Behaviors</p>	15-16 school year	Principal, Anna Morielli, Joanne Dabbs, Susan Pina, Rocio Benaavides, ELAC, PBIS Team				
<p>SARB PROGRAM:</p> <p>a. Continue to monitor student truanancies to ensure that all steps are followed, including SART contracts</p> <p>b. Provide as many opportunities for families to receive support and resources, including home-visits</p>	15-16 school year	Principal, Anna Morielli, Susan Pina, Attendance Advisor, Blanca Ortiz, Deputy Vazquez				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>c. Work closely with D.A.</p> <p>d. Hold parent meetings, admin meetings, after-school meetings, truancy mediation team meetings</p> <p>e. Document SARB under Behaviors</p> <p>f. Document SART contracts under Behaviors</p>						
<p>POSITIVE ATTENDANCE PROGRAM</p> <p>a. Develop Positive Attendance Incentives for English Learners, SPED and low-socio-economic students</p> <p>b. Create a system that rewards and provides incentives to students for attending all classes</p>	15-16 school year	Principal, PBIS Team, Susan Pina, Anna Morielli	Supplies	4000-4999: Books And Supplies	Title I	500.
<p>SCHOOL CLIMATE MEETINGS/SURVEYS</p> <p>a. Hold quarterly meetings with leadership team and PBIS Team to share information about current school climate</p> <p>b. Share information with staff to receive input and improve school climate</p> <p>c. Develop and administer surveys to students, parents, and staff on school connectedness and safety</p> <p>d. Establish a baseline for school connectedness and sense of safety</p>	15-16 school year	Principal, Leadership Team, PBIS Team, Counselors, Staff, students, Anna Morielli				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ART DEPARTMENT a. Purchase supplies for Title 1 students; allocate funds for lab fees, art projects for the Title 1 students the class serves	15-16 school year	Principal, Rosalind Mitzenmacher, Anna Morielli				
ZERO PERIOD ELECTIVE a. Implement a zero period class to provide access to EL learners and SPED to participate in elective/enrichment courses	15-16 school year	Principal, Greg Dehn				
MUSIC ELECTIVES a. Expand music program --add 4 additional periods to Master Schedule b. Purchase instruments, music and repair as needed	15-16 school year	Principal, Greg Godfrey, District, Anna Morielli				
SERVICE PROJECTS, INTERNSHIPS, LEADERSHIP OPPORTUNITIES: a. STUDENT SENATE to represent the students' and faculty welfare: • -Undertakes initiatives to become directly involved with issues that affect Fillmore High School students. Initiatives include efforts to improve levels of safety on campus, efforts to improve cleanliness and functionality of campus facilities,	15-16 school year	Principal, students, ASB, Class Advisors, College Susana Orozco,, Anna Morielli				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>as well as sponsoring and promoting events to enrich the campus experience and much more.</p> <ul style="list-style-type: none"> -Represents the voice of each classroom body on campus. -Provide services available to students with different commitments, interests, and abilities. - Create policy, programming, lobbying, community service, and countless other activities. <p>b. SERVICE PROJECTS: Increase service projects, internships, field trips and leadership opportunities to allow students to apply their skills and transfer their knowledge and skills to real-world applications</p> <p>c. SCHOOL ACTIVITIES: Increase school activities to include assemblies - academic and motivational speakers</p> <p>d. TEAM SPORTS: Increase team sports including intra-mural sports</p> <p>e. INCENTIVE PROGRAMS: Develop and implement an incentive program for at-risk students to increase participation and school connectedness that in turn will positively impact their academic success</p>						
AUXILLARY SERVICES for STUDENTS & PARENTS:	15-16 school year	Principal, Barbara Lemons, Anna	Agendas	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase student agendas per pupil for home-to-school Communication b. Purchase SPRIGEO cards for every student on campus to report bullying or safety issues confidentially, anonymously b. Update Student Course Handbook and upload on school website c. Continue regular updates on Q Parent Connect on student progress, daily assignments, homework, grades d. Continue to expand school to home communications e. Hire full-time parent liaison f. Purchase PE clothes for students from low-socio economic		Morielli, Teachers, Lupe Medina	SPRIGEO business cards	4000-4999: Books And Supplies	Title I	176.
			SPRIGEO Membership license	5000-5999: Services And Other Operating Expenditures	Title I	405.

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

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
SCHOOL GOAL #1:

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

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	91,482.00
Title I Part A: Disadvantaged Students	1,250.00
Title I Part A: Parent Involvement	1,200.00
Title I Part A: Professional Development (PI Schools)	1,000.00

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	37,978.00
2000-2999: Classified Personnel Salaries	48,114.00
4000-4999: Books And Supplies	5,676.00
5000-5999: Services And Other Operating Expenditures	3,164.00

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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	Title I	36,728.00
2000-2999: Classified Personnel Salaries	Title I	48,114.00
4000-4999: Books And Supplies	Title I	5,676.00
5000-5999: Services And Other Operating	Title I	964.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	1,250.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,200.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	1,000.00

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,009.00
Goal 2	35,978.00
Goal 3	3,250.00
Goal 4	22,800.00
Goal 5	29,895.00

X PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

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
Tom Ito	X				
Jeremiah MacMahon		X			
Timothy Waddell		X			
Cinda Francis		X			
Irma Torres					X
Janet Mendez					X
Mishell Beylik					X
Danielle Quintana				X	X
Mirna Magana Valencia				X	
Laura Ordonez				X	
Trina Tafoya		X		X	
Numbers of members of each category:					

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

PLEASE CHECK THIS BOX AND PRESS "SAVE DATA" TO CONFIRM THAT THIS SECTION HAS BEEN REVIEWED AND UPDATED.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):
FLASHES - Family Liaison and Staff Helping Educate Students

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 1.14.16.

Attested:

Tom Ito

Typed Name of School Principal

Signature of School Principal

Date

Danielle Quintana

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date