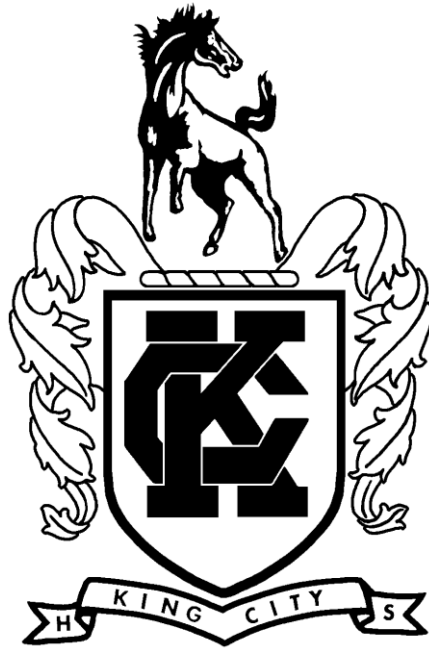


2017-18 Single Plan for Student Achievement

King City High School



Part II: The Single Plan for Student Achievement Template

School: King City High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Janet Sanchez-Matos

Date of this revision: May 1, 2017

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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Position: Principal

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



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Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

All LCAP 2014-17 goals and performance measures are in italics:

English Language Arts (ELA)

LEA GOAL: Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2017-18 as measured by SBAC Interim Assessment results and local benchmarks.

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

SCHOOL GOAL ELA1A: By May 2017 60% (an increase of 1%, from 59% in 2016) of the 11th graders will achieve exceeds or meets standards as measured by the ELA SBAC exam.

SCHOOL GOAL ELA1A.2: By May 2017 23% (an increase of 2% from 21% in 2016) of the 11th graders will receive a “ready for college” designation on the EAP on SBAC exams.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2016 EAP Data Student performance on local performance task benchmarks Illuminate data CFAs and benchmarks in all ELA Classes SARC January 2017 Analysis of 2016-17 SPSA WASC Three-Year-Term Report October 2016 ELA local benchmarks scores	As measured by the ELA SBAC from 2016 the percent of students scoring exceeds or meets standards was 59%, a percentage point above the state. <ul style="list-style-type: none"> ● 56% of the Latino students ● 54% of the low SES ● 10% of the ELs ● 14% of the students with disabilities 	LCAP: Performance on standardized tests* <ul style="list-style-type: none"> ● 60% of 11th graders who exceed or meet standards on the SBAC ELA exam in March of 2017

STRATEGY 1A.1: During the 2017-18 school year, KCHS will continue to modify pacing guides, benchmarks and common formative assessments to meet the needs of students. The pacing guides and results of the benchmark and common formative assessments will be the focus of PLC work.

STRATEGY 1A.1.b: During 2017-18 KCHS will utilize the interim assessment blocks from SBAC to build common formative assessments that will be the focus of PLC work.

STRATEGY 1A.1.c: During 2017-18 KCHS will continue to utilize the interim assessment blocks from SBAC to build common formative assessments that will be the focus of PLC work, and continue to modify pacing guides as necessary to focus on increasing the effectiveness of the curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.1. By June of 2017 pacing guides and PBA-type writing benchmarks will be modified as needed to align with the ELA CCSS for ELA grades 9 and 12.</p> <p>By September of 2017 1st quarter PBA writing benchmarks will be delivered and assessed for all grade levels with the ELA CCSS for ELA grade 11.</p> <p>By August 2017, all ELA teachers will be trained in the Interim assessment blocks and use them for common formative assessments with their students.</p>	<p>Site Administration Department Chair Instructional Coach PLC members ELA teachers</p>	<ol style="list-style-type: none"> 1. ELA teachers will revisit the established pacing guides and benchmarks to make modifications for the 2017-18 school year. <ul style="list-style-type: none"> o Continue to review results of 2016-2017 local assessments, CELDT, and SBAC interim assessments to revise pacing guides as necessary. o Continue to hold ELA Department Release Days in order to develop and analyze PBA-type writing benchmarks. o Create and follow an annual-ELA Department Release Day calendar for calibrating and scoring benchmarks. o Before August 2017, teachers will participate in a ELA CCSS review. o Before August 2017, train any new ELA teachers in the pacing guides and delivery of the benchmarks. 2. ELA teachers will be trained in accessing the interim assessment blocks and formative assessments housed in SBAC. 	<p>Title I Release Days / Subs \$4,000 Allocated</p> <p>PD Summer days at teacher's hourly (8 teachers @ 246 each x 4 days) = \$7,872</p> <p>Title I Release Days/Subs \$1,000 Allocated</p> <p>8 Release Days/allocation for subs for calibration and revision of pacing</p>

Ongoing for 2017-18 school year, teachers will analyze the results of the interim assessments within PLCS.	ELA teachers	<ol style="list-style-type: none"> 3. ELA teachers will be trained in the use of the SBAC Digital Library and how to read and use the interim assessment student data reports for focus in the PLC. 4. ELA teachers within their PLCs will utilize the IABs for formative assessment and instructional decisions. 5. ELA teachers will provide feedback to their students about their individual benchmark scores after each benchmark. 	
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STRATEGY 1A.2: During 2017-18 all 9th grade students scoring below 800 on the SRI Lexile reading inventory will be placed in READ 180, the ELA intervention program, as the intensive intervention with the goal to improve by a minimum of 100 Lexile points.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.2.a By May 2017, identify potential ELA intensive intervention students for placement in summer intervention program, READ 180 (select and train teachers for summer school).	Site Administration Department Chair Instructional Coach Trained Read 180 Instructor(s).	<ol style="list-style-type: none"> 1. Use SRI Reading results to create a list of students who are potential candidates for ELA intervention program; enroll them in summer intervention READ 180. 2. Order any additional Intervention program instructional materials. 3. Provide teacher training for summer school instructors and 2017-18 academic year. 4. Assist the READ 180 teacher in creating weekly reports which will summarize the results of the summer program and present results to SSC by September 30, 2017. 	\$13,000 (see Scholastic READ 180 quote)
1A.3.2 Implement a summer program for entering 9 th grade (Read 180).	Principal GEAR Up	<ol style="list-style-type: none"> 1. By May 30, 2017, create a written document of all the summer programs which: <ul style="list-style-type: none"> • clarifies the purpose, goals, placement procedures, • identifies the needed professional development, other instructional support, and materials, 	\$40,878 Title 1 (10 teachers at hourly 45.50 x 4.5: 204.39)

		<ul style="list-style-type: none"> Describes how the success of each summer program will be evaluated quantitatively and qualitatively. If possible, use the same evaluation template that all other extended learning day programs are using. <p>2. Schedule the summer program staff to present its report on the summer school program to SSC by September 30, 2017.</p>	hours per 20 days: 4087.80 per teacher)
1A.2.b Schedule READ 180 into the master planning, retest students to determine roster. Select teacher and determine room placement.	Administration Counselor	<p>1. Schedule READ 180 classes on the 2017-18 master schedule.</p> <p>2. Prepare a classroom/lab with updated materials and technology.</p>	4 periods of FTE (staff placement 10,000-70,000)
1A.2.c. On a trimester basis analyze the progress of incoming 9th grade students enrolled in Saturday ELA READ 180 2017-18 assessment program.	READ 180 teacher GEAR UP Parent liaison ELD liaison Librarian tech	<p>1. Establish a calendar for end of the quarter reports to the SSC on the progress of students enrolled in the Saturday READ 180 classes.</p> <p>2. Work with GEAR UP to provide individual score reports to students and their guardians after Saturday testing.</p>	3 days @ 4 hours 2 classified OT=1,000
1A.2.d Offer four Saturday READ 180 readiness to incoming class of 2018-19	READ 180 teacher Parent liaison ELD liaison Librarian tech	<p>3. Establish a calendar for end of the four Saturdays offered to students enrolled in the Saturday READ 180 classes.</p> <p>4. Work with feeder schools to provide individual score reports to students and their guardians after Saturday testing.</p>	4 Saturdays at hourly= 1,000

STRATEGY 1A.3: During 2017-18, all grade level students who have not passed or are in danger of passing the ELA SBAC, and/or are in need of tutoring will attend an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.3.a By the end of quarter one enroll target students in extended learning opportunities:</p> <ul style="list-style-type: none"> • Tutoring before/after school, on Saturdays, and during summer • Monitor attendance of SES • SBAC prep. <p>1.A.3.b Saturday session offered during the school year.</p> <p>1.A.3.c Embed an SBAC English support block into a 10th grade ELD ¾ course to target EL students proactively.</p>	<p>Administration Student Support Services</p>	<ol style="list-style-type: none"> 1. The SBAC tutoring is an extended learning opportunity (beyond the school day). Coordinate the SBAC tutoring with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring. 2. Use the same system for monthly monitoring of student attendance as in other extended learning day opportunities. 3. Use the same evaluation template used by every extended learning day teacher/provider which includes attendance and data-based results to evaluate program effectiveness. 4. Before the tutorial starts, SBAC prep teachers will analyze subgroup performance on the ELA SBAC by target and claim and create a pacing guide to insure that students are receive remediation in the highest areas of need. 5. Purchase necessary materials and technology. 6. Contact the parents of the target students, making sure they understand the purpose, schedule, and contact information. 7. Establish a calendar for end of the semester reports to the SSC on the progress of students enrolled in all extended learning opportunities including SBAC tutoring and SES. 	<p>Title I ELA SBAC teacher (1-2 periods) \$5,000</p> <p>Title I ELA tutorial teachers \$5,000</p> <p>Title I Hourly Salaries and Benefits \$22,473</p>

STRATEGY 1A.4: During 2017-18, all pre-Advanced Placement and Advanced Placement instructors will collaborate on a monthly basis (after school) in a specific PLC dedicated to vertical alignment of curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.4 By August 2017, pre-AP/AP PLCs will be implemented	Pre-AP and AP instructors	1. Between August 2017 and May 2018 instructors will meet on a monthly basis after school to collaborate and improve pre-AP and AP courses to create a more vertically aligned program..	4 teachers 2 hours per month at hourly \$3,400

STRATEGY 1A.5: During 2017-18, the English department will utilize NEWSela and turnitin.com services as a supplement to reading and writing instruction in all ELA classrooms.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.5 By August 2017, ELA teachers will be trained in NEWSela reports and programs and implement the program in all ELA classes.	ELA teachers Instructional Coach	2. Before August 2017 all ELA teachers will participate in a summer workday to receive professional development in the program 3. Between August 2017 and May 2018 ELA instructors will measure student growth as determined by NEWSela test scores.	\$5,000 (NEWSela) \$2,500 (Turnitin.com)

STRATEGY 1A.5: During 2017-18, the English department will provide enrichment opportunities to ELA students to connect curriculum to real world experiences.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.6 By August 2017, ELA teachers will request real world opportunities	ELA teachers	4. Before May 2018 all ELA teachers will request in writing funding for and permission to attend enrichment activities for ELA student to make	\$4,000 for various field trip transportation

<p>for students: including filed trips, the young writer's conference, the ELA/Arts showcase, et al. to supplement ELA classes.</p>		<p>connections between curriculum and real world opportunities.</p> <ol style="list-style-type: none"> 5. Before March 2018, teachers will plan and prepare showcase and filed trip dates. 6. ELA teachers will plan and publish a book showcasing student work. 	<p>\$500 for publishing \$500 for showcase</p>
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Mathematics

LEA GOAL: Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in Mathematics by 2017-18 as measured by SBAC Assessment results and local benchmarks.

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

SCHOOL GOAL MATH 1B: By May 2017 25% (an increase of 4% from 21%) of the 11th graders will earn exceeds or meets standards as measured on the 2016 SBAC.

SCHOOL GOAL MATH 1B: By May 2017 6% (an increase of 3% from 3%) of the 11th graders will receive a “ready for college” designation on the EAP

<p>What data did you use to form this goal? 2016 SBAC data by claim and overall 2016 EAP Math data 2016 math benchmarks and module assessments housed in Illuminate</p>	<p>What were the findings from the analysis of this data? As measured by the Math SBAC from 2016 the percent of students scoring exceeds or meets standards was 12%, a percentage point above the state.</p> <ul style="list-style-type: none">● 10% of the Latino students● A 3% increase to 15% from 12% of the low SES● An increase to 1% from 0% of the ELs● An increase to 1% from 0% of the students with disabilities	<p>How will the school evaluate the progress of this goal? 2017 SBAC data by claim and overall 2017 EAP Math data 2017 math benchmarks and module assessments</p>
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STRATEGY 1B.1: Develop and implement a plan for the continued implementation of Math I.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.1 By August 2017 continue the improvement and revision of Math 1	Site Administration Math Department Chair	<p>1. The plan for Math I will include:</p> <ul style="list-style-type: none"> · Continue the revision of the 9 common modules' assessments and benchmarks to be more aligned with the SBAC. · Math 1 will administer one Interim assessment by December 2017 · Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. · Data from the common module assessments will be uploaded 3 days after administration of the exam. · Student results will be analyzed and reported within a week · Teachers will review the most frequently missed questions with students · Will complete Illuminate training for using reports or item bank by September 2017 · Continue to provide needed professional development and other support. (must apply to Math 1 content or modules) · A description of how and when the Math Visions Project modules will be duplicated and distributed. · Address the failure rate of Math 1 students by requiring the students' use of a notebook in conjunction with the instructor that will be kept organized and with a table of contents. The plan is to develop better organization and study habits with the students'. <ul style="list-style-type: none"> • Students will learn how to apply technology/graphing calculators to solve problems 	<p>Title I Release time / Subs \$1,000</p> <p>Notebooks for all students in Math 1 \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p> <p>District expense: math 1 modules</p>

		<ul style="list-style-type: none"> Release days/paid on non-school days to view the interim assessments and create a databank of questions that mirror the interim questions. 	
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STRATEGY 1B.2 Develop and implement a plan for the implementation of Math II.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.2 By August of 2017 continue the improvement and revision of Math 2	Math Department Chair Counselor	<ul style="list-style-type: none"> The plan for Math II will include: Continue the revision of the 9 common modules' assessments. Math 2 will administer one Interim assessment by December 2017 Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. Data from the common module assessments will be uploaded 3 days after administration of the exam. Student results will be analyzed and reported within a week Teachers will review the most frequently missed questions with students Will complete Illuminate training for using reports or item bank by September 2017 Continue to provide needed professional development and other support. (must apply to Math 2 content or modules). <p>A placement chart will be created by December 2017 to identify which students will continue to Math III and which will be enrolled in Common Core Review.</p>	<p>Title I Release time / Subs \$1,000</p> <p>Notebooks for all students in Math II \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p> <p>District expense: math 2 modules</p> <p>Class set of graphing calculators \$13000</p>

		<p>Student will learn how to apply technology/graphing calculators to solve problems</p> <ul style="list-style-type: none"> • Release days/paid non-school days to view the interim assessments and create a databank of questions that mirror the interim questions. 	
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STRATEGY 1B.3 Develop and implement a plan for the implementation of Math Readiness.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.2 By August 2017	Administration Math Department Chair	<ul style="list-style-type: none"> • The plan for Math Readiness will include: • Placement Test given to all incoming 8th graders at their site with set scores to help in placement • Print modules for Math Readiness from the San Dieguito website which correspond to the MVP modules we are currently using. • Develop common assessments • Promote good study habits - all students will be given a notebook that will be kept by the student and the teacher • Retake placement test given on a Saturday in late spring at the high school to allow students a chance to test back into Math 1 • All students will test again at the end of their freshmen year to gauge any growth that occurred 	<p>Title I Release Days / subs \$1,000</p> <p>District expense: math 1 modules</p> <p>Notebooks for all students in Math Readiness \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p>

STRATEGY 1B.4 Develop and implement a plan for the implementation of Math III AND Common Core Review.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1B.4 By August 2017 continue the improvement and revision of Math 3 and Common Core Math.</p>	<p>Administration Math Department Chair</p>	<ul style="list-style-type: none"> • The plan for Math III and Common Core Review will include: -The pacing guide and module assessments with their administration and scoring dates • By August of 2017 Pacing guides will be implemented • Math 3 and Common Core Review class will administer one Interim assessment by December 2017 • Data from the common module assessments will be uploaded 3 days after administration of the exam. • Student results will be analyzed and reported within a week • Teachers will review the most frequently missed questions with students • Continue to provide needed professional development and other support. (must apply to Math 3 content or modules). • Students will learn how to apply technology/graphing calculator to solve problems • Release days/paid non-school days to view the interim assessments and create a databank of questions that mirror the interim questions. 	<p>Title I MCOE Trainings /Subs \$1,000</p> <p>Notebooks for all students in Math 3 \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p> <p>District expense: math 3 modules</p>

STRATEGY 1B.5 Develop and implement a plan for the 4th year college level Math classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.2 By August 2017	Administration Math Department Chair	<ul style="list-style-type: none"> • The plan for Statistics, Pre-Calculus and AP Calculus • Placement based on post high school career goals. • Turning Statistics to AP Statistics for the 2018-19 school year • Emphasize that those who scored "Conditional Ready" can qualify for exemption from Math Placement for all California colleges by receiving a "C" or better in any of these classes • Provide professional development and other support for these 4th year classes. • Continue the use and implementation of the graphing calculators/technology to solve higher level problems. 	<p>Title I Release Days / subs \$1,000</p> <p>Notebooks for all students \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p>

Science

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority: #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

SCHOOL GOAL Science:

SCHOOL GOALS SCIENCE 1B: By May 2018 the Science Department will have at least one common assessment per semester for all core science courses.

SCHOOL GOALS SCIENCE 1B.1 SCHOOL GOAL SCIENCE 1.B.2 By May 2018 35% of PLTW students will score proficient on the End of Course exam.

SCHOOL GOAL SCIENCE 1.B.2 By May 2019 will decrease the number of 1s (1) and increase the passage rate from 60% on the AP Environmental Science end of Course exam.

SCHOOL GOAL SCIENCE 1.B.3 By May of 2018 continue to increase the AP course offerings in the Science dept.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?	
Illuminate benchmark data PLTW EOC data AP exam data 16-17 CAASPP 11 th grade Science pilot test	<ul style="list-style-type: none"> ● 60% of AP Environmental science students passed the EOC ● 35% of PLTW IED students will pass the EOC exam ● 50% proficient or above on Science CST pilot 	2015-16 AP Environmental Science EOC exam results 2016-2017 PLTW IED EOC results Share CST Science scores	
Action/Date	Person(s) Responsible	Task/Date	
		(Itemize for Each Source)	

<p>1.C.1 By August 2017 continue the development of a comprehensive plan for the implementation of the Next Generation Science Standards by 2017-2018.</p> <p>1.C.2 By August of 2017 offer the second year engineering PLTW</p> <p>1.C.3 By February of 2018 explore the integration of a health course into the science department</p>	<p>Administration</p> <p>Science teachers</p> <p>Department Chair</p>	<ol style="list-style-type: none"> 1. Continue to develop common pacing guides in order to improve first time instruction 2. Develop common benchmarks in all science courses to include NGSS practices. 3. Develop a calendar for administering and scoring the common assessments. 4. Scores will be uploaded into Illuminate within 1 week of administering the lab 5. Teachers will review the results with students sharing the results within 1 week of administration 6. Utilize Illuminate and receive support training 7. Receive professional development <ul style="list-style-type: none"> • For AP science teachers (Environmental Science). • Implement the use of Illuminate data disaggregation program for all courses 8. Attendance at the Project Lead the Way training Principles of Engineering for Professional Development 9. PLTW will have one release day per quarter or meeting after school as a PLC 	<p>PLTW POE training \$4500</p> <p>Science conferences \$8000</p> <p>Notebooks/ Workbooks/Magazines \$6,000</p> <p>Sub Release days for NGSS implementation to update pacing guides and create districtwide benchmark tests \$800</p> <p>Consumable science supplies \$12,000</p>
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Social Science

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

SCHOOL GOAL Social Science: By June of 2018, all students enrolled in AP courses within the Social Science Department will earn a score of a 2 or above. By May 2018, 59% (Based upon ELA SBAC Data) of students will score at meets or exceeds on the historical thinking writing rubric administered in all social science courses.

<p>What data did you use to form this goal? ELA SBAC Data AP Student Results</p>	<p>What were the findings from the analysis of this data? The SBAC data shows that 57% of students have earned a meets or exceeds standards. 2016 Social Science AP Results with a total number of 15 scores of 1 out of 167 Social Science Tests taken.</p>	<p>How will the school evaluate the progress of this goal? 2017 Social Science AP scores and distribution of 1-5. Quarterly the Social Science PLC will look at data from the historical thinking writing rubric.</p>	
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task/Date</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>
<p>1.D. Continue the transition to the College and Career Readiness Standards.</p> <p>1.D.2. Continue to develop shared benchmarks for use in Illuminate to analyze and disaggregate student data</p> <p>1.D.3 Utilize Albert.io for all AP courses.</p> <p>1.D.4. Continue to offer Great Documents Writing Course</p>	<p>Administration Social Science Department Chair Social Science Teachers</p>	<ol style="list-style-type: none"> 1. Continue to attend AP professional development <ul style="list-style-type: none"> ● AP Professional Development (AP US, AP European, AP HG) ● Review all AP Social Science course offerings for changes that need to be made based upon data 2. Receive copies of the Social Science framework draft to begin study <ul style="list-style-type: none"> ● Develop pacing guide of historical thinking skills for 10th grade World History ● Continue development of Course Outlines, Pacing Guides, and align lessons to the CCSS for all new/existing AP Courses (Time outside of school at our hourly rate) ● Develop a calendar for development of pacing guides etc. 3. Continue to offer support class for AP US History/AP Language students (Historical Documents). 4. Review benchmark data from Social Science Rubric Quarterly 	<p>Funding for AP conference \$9000</p> <p>Funding to pay hourly between 3-7 days during the summer and school year in lieu of release days during school year.</p> <p>Historical Documents may need the buying of a prep period</p>

<p>1.D.5. Continue to use data to make adjustments to lessons and pacing guides.</p> <p>1.D.6 Form an AP Committee</p>		<ol style="list-style-type: none"> 5. Upload data from benchmarks to Illuminate 6. Review with students their benchmark results 7. Work with PLC during the summer (Both Social Science and the APHG, APECON, & APGOV PLC). 8. Explore Geography/Current Events course to help reading, writing, thinking, speaking, language skills, etc. For the 18-19 school year. 9. AP Committee will work to grow the overall number of students taking AP courses and will attempt to place students on an "AP" pathway. 	<p>Albert.io \$4500</p>
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Business

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority: #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

SCHOOL GOAL Business: By Fall 2017, 30% of the KCHS Student Body will be enrolled and 90% of the enrolled students will pass a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.

By Spring of 2018, 5% of KCHS student body will complete Computer Applications 1 or 2, and 2% of the enrolled students will complete Microsoft Certification.

By Fall 2018, 33% of the KCHS Student Body will be enrolled and 90% of the enrolled students will pass a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.

By Spring of 2019, 6% of KCHS student body will complete Computer Applications 1 or 2, and 3% of the enrolled students will complete Microsoft Certification.

By Fall 2019, 36% of the KCHS Student Body will be enrolled and 90% of the enrolled students will pass a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.

By Spring of 2020, 7% of KCHS student body will complete Computer Applications 1 or 2, and 4% of the enrolled students will complete Microsoft Certification.

By Fall 2016, Implement first stage of Computer Science pathway, by offering Intro to Computer Science course.

By Fall 2017 Implement second stage of Computer Science pathway, by offering Java Programming course.

By Fall 2018 Implement Third stage of Computer Science pathway, by offering AP Computer Science.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.E Students will be enrolled in computer classes that prepare them with college and career skills</p> <p>2.2% of the enrolled CA ½ Students will complete Microsoft certification</p> <p>3.Implementation of Computer Science pathway Intro to Computer Science, Java Programming and AP Computer Science</p> <p>Professional Development</p>	<p>Administration Counseling Department Chair Teaching Staff</p> <p>CA ½ Teacher</p> <p>Computer Science Teacher</p> <p>Department Teachers</p>	<p>1. Continue to develop and improve/update marketing tools to increase student interest and enrollment.</p> <p>2. Develop a pacing guide of technology skills needed to succeed on SBAC.</p> <p>3. Need release time in order to complete pacing guides.</p> <p>4. Using Gmetrix Training Program test students first semester Word, second semester Excel. Test at progress report/quarters/ semester final take certification Test.</p> <p>5. Teacher training Summer 2016, with four quarterly 8 hour trainings with summer 2017 professional development</p> <p>6.Supplementals for Computer Science</p> <p>7.Teacher Professional Development in Computer Science, Applications, Arts & Media (\$6,000.00)</p>	<p>Minimum district resources.</p> <p>Sub or hourly rate</p> <p>District Microsoft grant</p> <p>CSPD Grant</p> <p>\$1,000.00</p> <p>\$6,000.00</p>

Agriculture

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

By May 2018 65% of agriculture science students will receive a passing rate on the agriculture common assessment focusing on NGSS.

By May 2018 75% of the agriculture program completer students will receive an agriculture industry career readiness certification in one agriculture career sector.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. 2a Implement new agriculture standards with a focus on the CCRs, NGSS and industry certificate completion program.</p> <p>2. 1g Students will be enrolled in agriculture classes that prepare them with college and career skills. All Agriculture completer students conduct job readiness training and portfolio completion.</p>	<p>Administration Department Chair</p> <p>Agriculture PLC team members</p>	<p>1. Continue to develop and implement new pacing guides in the ag sciences that incorporates the certifications and NGSS. (ongoing)</p> <p>2. Continue to develop and implement common assessments focusing on CCRA Standards, by the end of each quarter, during the 2017-18 academic year.</p> <p>3. Teachers will review progress towards meets or exceeds on the Science rubric quarterly with students.</p> <p>4. Continue to develop certifications in our individual courses to be assessed by our local agriculture advisory committee. (Fall of 2018)</p> <ul style="list-style-type: none"> • Meet with Local Advisory Board June 2018 	<p>Printing supplies for student portfolio & certifications \$500</p> <p>Cost of Industry Certification tests (iCEV student licenses) \$4000 paid by Pathway grant for one more year.</p> <p>Substitutes for NGSS training (4 teachers x 4 days) sub rate</p> <p>Summer workdays (2 days hourly rate- 4 teachers)</p> <p>Substitutes for Externship days (4</p>

<p>3.1g Continue to integrate NGSS into agriculture science courses and support standards in all other ag courses.</p>		<ul style="list-style-type: none"> Attend various Externships to stay up to date with the local industry trends and needs. <p>5. Obtain UC/CSU approval for advanced Plant Science pathway courses. (Spring 2018)</p>	<p>teachers x 3 days) \$1,800</p> <p>Composition books for all classes \$3,000</p> <p>Binders, Tri-fold boards, and supplies for agriscience projects. \$3000</p> <p>Educating for Careers Conference Perkins: \$2,000</p> <p>NAAE Conference National Ass. Ag. Educators Perkins: \$3000</p> <p>CATA Conference- paid by Perkins: \$2400</p> <p>South Coast Region Roadshow AIG: \$1600</p> <p>Teacher OSHA certification program (\$2000)</p>
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Physical Education

LCAP Priority #1d: More professional development with accountability

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common

assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

SCHOOL GOAL Physical Education: By end of 3rd quarter 2017 62.7% of the 9th grade students will achieve the HFZ in the mile run. This will increase by 2% each subsequent academic year.

What data did you use to form this goal?		What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
California Physical Fitness Test Results		The PFT for 2016 showed 60.2% of 9th graders achieved the HFZ in the mile run.	Performance on the California Physical Fitness Test
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.g. By the end of the 3rd quarter students will increase their HFZ performance in the mile run.	Administration Physical Education teachers	<ol style="list-style-type: none"> 1. Students will run daily 2. Students will run ½ mile three times per week 3. Students will be timed in the ½ mile one day per week 4. Students will be tested each quarter in the mile run which will be their benchmark. Times will be recorded. Students not achieving HFZ will be tested once every 2 weeks 5. 9th graders will complete the PFT mile run and results sent to the state (Window for PFT is February-June. Testing to be completed by April 20th) 	Replace locks as needed @ \$5 each PE attendance and grading cards

Fine Arts

LEA GOAL: Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2015-16.*

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority: #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

By June 2017, 72% of students enrolled in fine arts course will increase their proficiency on CCR local assessments emphasizing Use of Technology and Listening & Speaking CCR Anchor Standards.

By June 2018, 74% of students enrolled in fine arts course will increase their proficiency on CCR local assessments emphasizing Use of Technology and Listening & Speaking CCR Anchor Standards.

By June 2019, 76% of students enrolled in fine arts course will increase their proficiency on CCR local assessments emphasizing Use of Technology and Listening & Speaking CCR Anchor Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.f By June 2018, members of the Fine Arts department will have attended at least one professional learning event or conference in the area of CCR Listening & Speaking standards implementation, Use of Technology, and/or Transition to CCSS implementation (e.g., CLTA World Language Conference or MCOE events)	Administration Department Chair	1. During the 2017-2018 school year, fine art teachers will receive training as follows: <ul style="list-style-type: none"> • Spanish teacher(s) will attend American Council on the Teaching of Foreign Languages (ACTFL) conference. • MCOE workshops in Salinas for CCR/CCSS implementation in Fine Arts • AP Conference for Spanish teacher(s) during summer 2017 • National Arts Education Association Conference for art teacher(s) • Drama teacher will attend American Academy of Drama Arts (AADA), Educational Theatre Association, or similar conference covering National Core Arts Standards and CCR/CCSS implementation. • Music Teacher will attend CASMEC (California All State Music Education Conference) February 15-18 in San Jose, California. 	Registration Fee(s) \$345 Mileage and one day of subs for one or both teachers Registration fee(s) and mileage Subs TBD Registration fee(s) \$775 and mileage and hotel for four

		<p>2. To better implement CCR, performance standards, and use of technology in the classroom, the following upgrades and supplies to run fine art programs will be purchased, to include:</p> <ul style="list-style-type: none"> • Sibelius 8 Music notation software and upgraded computer that can run the software (as requested last year). • Spanish for Spanish Speakers textbook (current one is from 1987) that aligns with CCSS, CCR Anchor Standards, and World Language Standards (as requested last year, department must follow text book adoption guidelines set by district for approval). <p>3. New teacher requirements</p> <ul style="list-style-type: none"> • BTSA Observations for new teachers 	<p>nights for one or both teachers</p> <p>Registration fee(s) \$255 Airfare to NYC (\$ TBD) Sub for three days Hotel for four days</p> <p>Registration is free (in LA) Mileage No sub needed Hotel for two nights</p> <p>CASMEC Registration \$300 Mileage and hotel fees Substitute</p> <p>Sibelius 8 software \$295 and cost of new teacher computer</p> <p>\$70-120 per textbook calculating for number of</p>
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			students, sections, and classroom sets needed.
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English Learners

LEA GOAL: Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #2b Improve services and increase reclassification of EL students

LCAP Priority: #3a Increase parent engagement in the student learning process

LCAP Priority #2a: Increase student achievement

WASC VC Report October 2016: The teachers will continue to implement a system of research-based in-class interventions and support to reduce the number of English Learners in stand-alone intervention classes.

SCHOOL GOAL English Learners: By May 2018 40 % of the ELs will receive a passing score on the ELPAC (percentage due to new test format).

SCHOOL GOAL English Learners: By May 2018 32 % of the ELs will be re-designated English language proficient (CELDT scores were 22% in 2015 and 31% in 2016).

SCHOOL GOAL English Learners: By May 2018 15% of the 11th grade ELs will achieve an ELA score on the SBAC that meets or exceeds standards (up from 11% from 15-16).

SCHOOL GOAL English Learners: By May 2018 2% of the 11th grade ELs will achieve a Math score on the SBAC that meets or exceeds standards (up from 0% from 15-16).

<p>What data did you use to form this goal?</p> <p>Analysis of 2015-2016 KCHS SPSA 2018 ELPAC (NEW TEST) 2017 CELDT 2016 CELDT data 2016 SRI data 2016 EL performance on the SBAC WASC Three-Year-Term Report October 2016</p>	<p>What were the findings from the analysis of this data?</p> <p>In 2016-17: 10% of the 11th grade English learners scored at meeting standards or above on the ELA SBAC section as compared to 59% of all 11th graders.</p> <p>The re-designation rate for ELs</p> <table border="1" data-bbox="720 431 1081 643"> <tr> <td>2017-18</td> <td>24 % 40/162</td> </tr> <tr> <td>2016-17</td> <td>31 %</td> </tr> <tr> <td>2015-16</td> <td>22%</td> </tr> <tr> <td>2014-15</td> <td>24%</td> </tr> <tr> <td>2013-14</td> <td>21%</td> </tr> </table> <p>16 – 17 re-designation rate as of 4/7/17 = 24% 16 – 17 re-designation rate as of Individualized Reclassification Protocol adoption = 45%</p> <p>Percentage of ELs receiving a passing score on CELDT = 43% Percentage of ELs who increased 1 or more levels on CELDT = 33%</p>	2017-18	24 % 40/162	2016-17	31 %	2015-16	22%	2014-15	24%	2013-14	21%	<p>How will the school evaluate the progress of this goal?</p> <p>Percent of ELs who increase at least one ELPAC level Percent of ELs that become English proficient EL reclassification rate Implementation of Next Generation ELD Standards for ELs Efforts to seek input of EL parents Promotion of EL parent participation ELAC agendas, sign in sheets, minutes DELAC agendas, sign in sheets, minutes Analysis of SBAC Data Analysis of SRI Data</p>
2017-18	24 % 40/162											
2016-17	31 %											
2015-16	22%											
2014-15	24%											
2013-14	21%											

STRATEGY 2.1: Place all English Learners in appropriate ELA/ELD and core content classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1.a Create a stand-alone class for the absolute beginners that focus on Reading, Writing, Speaking, Listening skills (ELD 1).	Principal EL Specialist ELD teacher EL Liaison	1. For the 2017-2018 school year, offer a class that will support the ELD 1 students in developing their Reading, Writing, Speaking, Listening in academic areas. The goal is to improve EL Graduation rates.	1 FTE

2.1.b Accurately classify “LTEL” students including their years in program versus ELD 1-2 level students in order to place them in the appropriate classes.	Principal Student Support Services EL Specialist EL Liaison	<ol style="list-style-type: none"> 1. For the 2017-18 school year, offer the following: <ol style="list-style-type: none"> a. LTEL classes designated by grade level for students who have been in ELD for more than 5 years. b. ELD classes designated by ELD level for on-track students who have been in ELD for less than 5 years. c. Reduce class sizes for English Learners to 25:1 (as needed) d. Use multiple measures to place ELD students properly (i.e. benchmarks, SRI, teacher recommendation, not just CELDT level). 	none
2.1.c Continue the transition to the Next Generation ELD Standards by 2017-2018	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> 1. Develop pacing guides that incorporate NGELD standards 2. Constructing Meaning units of study with benchmarks for all ELD courses by the start of the 2017-2018 year. 3. Analyze data and input results into the Illuminate Database within 2 weeks of testing. 4. Data will be shared with students at the start of the school year via a goal-setting activity and a one and one conversation with the student. 5. Provide professional development support over the summer of 2017 for NGELD, CM and EDGE units preparation. 	Title 3:For task 1: Two pull-out days at \$300 a day Title 3:For task 2: Title 3: Two pull-out days at \$300 a day \$2400 total
2.1.d Professional development for ELD teachers to develop NGELD units	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> 6. Create an ELPAC Boot Camp unit for the beginning of the Spring Semester to be used by each teacher by the start of the 2017 - 2018 year. <ol style="list-style-type: none"> a. Assess each strand of the ELPAC following lesson delivery during the boot camp. b. Analyze data and communicate data to students each week (by February of 2018) 7. Continue to provide Professional Development during the 2017-18 School year for the implementation of NGELD 8. Provide CM professional Development to EL Liaisons 	Title 3:For task 1 and 2: Two pull-out days at \$600 a day \$1200
2.1.e. Place all ELD students in appropriate SDAIE courses and provide supports.	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> 1. By August of 2017, all ELD students will be enrolled in the appropriate SDAIE courses 2. By August of 2017 continue to use the support schedule developed by the EL Liaisons. <ol style="list-style-type: none"> a. Continue to use a plan for reporting the progress of students to EL specialist. 	

STRATEGY 2.2: During 2017-18, all English Learners in need of additional ELD will be attending an extended learning day and year opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.2.a Enroll all ELs in need of additional ELD in after school ELD tutoring class.	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> By August 30, 2017, evaluate the effectiveness of the 2016-17 ELD tutorials: how many ELs needed tutoring, attended tutoring, and what evidence is there that attending tutoring affected the level of achievement. Develop the plan for 2017-18 ELD tutorials <ol style="list-style-type: none"> Keep attendance records Evaluate progress reports of ELD students attending tutoring 	EIA:LEP - 2 ELD tutorial teachers \$20,000 Supplementary materials for ELD \$15,000 TITLE III
2.2. b Enroll all ELs in need of additional ELD support in summer support program.	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> By May 2017, determine students in need of additional summer support prior to the 2017-28 school year. Develop the plan for course work, select a teacher and EL aide. <ol style="list-style-type: none"> Evaluate the progress of students towards proficiency on a weekly basis. 	Summer school teacher \$4100 Summer school aide \$2500

STRATEGY 2.3: Meet all Title III parent involvement requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.3.a Continue to support the EL advisory committee (ELAC).	Principal EL Specialist ELD teachers EL Liaison	<ol style="list-style-type: none"> Continue to follow EL Master Plan for steps and calendar. Publish EL Calendar widely with dates and topics that match the parent's needs assessment. 	EIA:LEP Refreshments, mailing, child care \$ 2,000 Allocated
2.3.b. Continue to increase all EL parents' understanding of CELDT, reclassification, high school graduation, A-G requirements and other areas they identify.	Principal EL Specialist ELD teachers EL Liaison	<ol style="list-style-type: none"> Administer Parent Needs Assessment survey in a special Single Plan for Student Achievement Input meeting (5/4/17) and share input with site leadership team. Meet all FPM parent notification compliance requirements; see the EL Master Plan. 	Title I PIQE and Supplies \$6,000

STRATEGY 2.4: During 2017-18, all newcomer English Learners (levels I-II) will be placed in a newcomer support classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.3.c Plan for and establish Newcomer Seminar	Principal EL Specialist ELD teachers EL Liaison SS teacher	<ol style="list-style-type: none"> 3. Select teacher and place on master schedule. 4. Select and purchase materials: newspaper subscriptions, copy costs for primary sources 5. Provide enrichment opportunities outside of the school day. 	Supplemental materials and school supplies for students: \$2000 Fieldtrip costs: \$3000 Purchase teacher's prep 11,000
2.3.d Plan for and establish Computer App and Literacy 1 for EL Newcomers	Principal EL Specialist ELD teachers EL Liaison Bus. teacher	<ol style="list-style-type: none"> 6. Select teacher and place on master schedule. 7. Select and purchase materials and computer software 8. Provide enrichment opportunities outside of the school day 	Supplemental materials and computer software supplies for students: \$2000 Purchase teacher's prep: 11,000
2.3.e Plan for and establish math readiness for EL newcomers	Principal EL Specialist ELD teachers EL Liaison Math teacher	<ol style="list-style-type: none"> 9. Select teacher and place on master schedule. 10. Select and purchase materials: newspaper subscriptions, copy costs for primary sources 11. Provide enrichment opportunities outside of the school day. 	Modules copied@ district expense Purchase teacher's prep: \$11,000
2.3.d Quarterly meetings with newcomer parents for home to school connection	Principal EL Specialist ELD teachers EL Liaison	<ol style="list-style-type: none"> 1. Select dates for meetings and communicate with parents 2. Progress monitor, grades, attendance, high school expectations, support for school access to parent portal, aeries 	Refreshments, teacher and ELD Liaison hourly rates 12 hours: \$1,000 Childcare provided

		counseling night, migrant, ETS qualifications, et al. 3. Immerse into the school culture: ASB family cards	
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Highly Qualified Teachers

LEA GOAL: Performance Goal 3: *By 2017-18, all students will be taught by highly qualified teachers.*

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1b: Students will be taught by Highly qualified teachers

WASC VC Report October 2016 Critical Areas of Need:

- 1.The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.
- 2.The site administration and teachers will create a long-range, comprehensive staff development plan focused on developing a rigorous curriculum and research-based instructional strategies in order to strengthen the academic performance of all students and support the full implementation of Common Core State Standards.

SCHOOL GOALS: Constructing Meaning

GOAL 3.1.: 100% of teachers will be certified in Constructing Meaning.

GOAL 3.1.a: By June of 2017, teachers will increase their implementation of CM reading strategies from 41% to 60%

GOAL 3.1.b: By June of 2018, teachers will increase their implementation of CM reading strategies from 60% to 70%.

GOAL 3.1.c: By June of 2019, teachers will increase their implementation of CM reading strategies from 70% to 80%.

GOAL 3.2: By June of 2017, teachers will increase their implementation of CM oral language strategies from 36% to 50%.

GOAL 3.2.b: By June of 2018, teachers will increase their implementation of CM oral language strategies from 50% to 79%.

GOAL 3.2.c: By June of 2019, teachers will increase their implementation of CM oral language strategies from 59% to 70%.

GOAL 3.3: By June of 2017, teachers will increase their implementation of CM writing strategies from 23% to 43%.

GOAL 3.3.b: By June of 2018, teachers will increase their implementation of CM writing strategies from 43% to 63%

GOAL 3.3.c: By June of 2019, teachers will increase their implementation of CM writing strategies from 63% to 73%.

GOAL 3.4.: By June of 2017, 80% teachers will participate in voluntary walkthroughs to collect observational data on CM strategies being implemented.

GOAL 3.4.b: By June of 2018, 85% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

GOAL 3.4.c: By June of 2019, 90% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities

GOAL 3.5.: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

GOAL 3.6: By August of 2017, 100% maintaining 100%) of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

GOAL 3.6.a: By May of 2018, we will continue to have 100% of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

GOAL 3.6.b.: By May of 2017, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 3.6.c.: By May of 2018, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 3.7: By August of 2018, KCHS PLC leads will have been selected and work in collaboration with the administration to continue to use common PLC protocols, forms and reporting procedures.

GOAL 3.7.a: By August of 2019, KCHS PLC leads will have been selected and work in collaboration with the administration to continue to use common PLC protocols, forms and reporting procedures. Completed

GOAL 3.7.b: By fall of 2017, members of PLCS will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 3.7.c: By fall of 2018, members of PLCs will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 3.8b: By June 2018, administration will have conducted two observations for each PLCs operation and provided feedback to the successful implementation of the PLCs goals.

GOAL 3.8.c By June 2018, administration will have monitored the operation of PLCs through walkthroughs and review and feedback to the successful implementation of the PLCs goals. Completed and supported through PLC lead meetings

GOAL 3.9.b By June 2018, PLC Lead of leads will conduct 7 PLC lead meetings, providing review and written feedback to PLC notes, conducting Q&A sessions, and leading group studies of research based practices in PLCs and formative assessment.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?												
<p>SARC January 2017 Spring 2017 analysis of CM implementation WASC Three-Year-Term Report March 2016</p> <p>CM In the Classroom Walkthrough Data as gathered by progress advisor</p> <p>CM/PLC teacher reflection survey</p>	<p>In 2017-18 there was one long term sub in the SPED department.</p> <p>Teachers' self-assessment of their progress towards implementing Constructing Meaning:</p> <ul style="list-style-type: none"> • 30/39 (77%) use writing and note taking strategies • 18/39 (46%) use oral language and vocabulary strategies <p>Data table below is constructed of 192 observations (not all classrooms represented)</p> <table border="1" data-bbox="615 1016 1230 1365"> <thead> <tr> <th>CM Competency</th> <th>IC CM walk through</th> <th>Teacher self-rating (40/45 responses)</th> </tr> </thead> <tbody> <tr> <td>% of teachers CM trained</td> <td>100%</td> <td></td> </tr> <tr> <td>% of admin trained</td> <td>100%</td> <td></td> </tr> <tr> <td>Learning and Language Goal</td> <td>75%</td> <td>90%</td> </tr> </tbody> </table>	CM Competency	IC CM walk through	Teacher self-rating (40/45 responses)	% of teachers CM trained	100%		% of admin trained	100%		Learning and Language Goal	75%	90%	<p>Rate of teacher misassignment</p> <p>Ongoing monitoring of CM implementation through: walk through observational data and needs assessment survey results</p> <p>Ongoing monitoring of the use of PLC time through: review and feedback to the PLC note-taking sheets and needs assessment survey results</p>
CM Competency	IC CM walk through	Teacher self-rating (40/45 responses)												
% of teachers CM trained	100%													
% of admin trained	100%													
Learning and Language Goal	75%	90%												

Language as content	62%	62%
Oral Language routines	85%	71%
Note-making	92%	78%
Academic Writing	77%	56%

PLC data findings

PLC training for teachers	100%
PLC leads selected and trained	100%
PLCs observed and feedback given (emails, in PLC observation, and PLC lead meetings)	100%
In my PLC we focus on continuous refinement of our practice	64%
I am prepared for my PLC with student's work and data to discuss in my PLC as a means to drive instruction and refine classroom practices to improve student learning	78%
I use formative assessments as a means of monitoring student progress and "checks for understanding" as a means to improve student mastery of the content and language	85%
I modify instructional sequence, re-teach or accelerate learning based on student progress	92%
I follow the norms of my PLC and meet with colleagues to actively engage in constructive conversations about improving teaching and student learning	100%
I engage in the collaborative inquiry process via peer observations, walk-throughs, classroom visits, and coaching opportunities to improve my practice.	65%

STRATEGY 3.1-3.4 Provide training and ongoing support for the school wide implementation of Constructing Meaning (CM).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>3.1.1-3.4 Increase the school wide implementation of Constructing Meaning. Making progress each year. 3.2 Sit with site leadership team to review rubrics of implementation and set goals for next steps</p>	<p>Administration Instructional coach Leadership Team</p>	<ol style="list-style-type: none"> 1. Continue to provide CM Training for new teachers and new or untrained administrators each new school year prior to September 2016. 2. Choose three strategies (from separate domains) for annual focus to monitor implementation through the collection and reporting of data (calendared on collaboration calendar) 3. Administration reports data to teachers during monthly staff meetings 4. Administration focus on one strategy in collab professional learning session (3 times annually as calendared) 5. Continue to calibrate walk through observations with administration and provide schoolwide feedback and support (monthly). 6. Increase the number of teachers involved in learning walks and debriefs (monthly) 7. Coach PLC through formative assessment process with observational support 8. Continue to link CM strategies to CCSS implementation and local CCSS benchmarks aligned to CCR standards 	<p>Title I 1.0 Instructional Coach</p> <p>Expenditures EIA:LEP CM training and materials for summer: \$5000 Allocated</p> <p>Subs/extra time during school training and materials \$5000 Allocated</p>

STRATEGY 3.5-3.8: Provide training and support to ensure that all staff have the knowledge and skills to effectively use the Professional Learning Community release time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

3.5.1-3. 8 By August 2017 improve the level of implementation of PLCs	Administration Instructional Coach	<ol style="list-style-type: none"> 1. Continue to provide additional training to staff in the “sophisticated skills” needed to effectively participate in a PLC including the creation and enforcement of norms, the development of formative assessments, how to analyze and respond to the results of these assessments. With additional focus in 17-18 for the development and analysis of common formative assessments with data uploaded in Illuminate. 2. Review and revise the composition of the Professional Learning Communities for greatest efficacy. 3. Create and review the early release day calendar with input from the staff. 4. Continue to support PLC leads, agree on outline protocols and duties. Implement the PLC Calendar and protocol. 5. Increase the amount of monitoring of PLC time through administrative walkthroughs, review and feedback on note taking sheets. 6. Continue PLC lead meetings for review, feedback, and shared resource reads and study. 	<p>Title 1 PLC training/materials</p> <p>\$15,000 Allocated</p>
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STRATEGY 3.10: Provide training and support for the full implementation of Illuminate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.10.1 By September 2017 train all teachers in the use of the Illuminate data system based on their needs.	Administration Tech IC DO	1. Conduct training for support in the full implementation of Illuminate.	Subs/Hourly for Illuminate training \$3,000

Safe, Drug-free, Conducive to Learning Environment

LEA GOAL: Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

LCAP Priority #1c: Add programs to motivate more students to go to University

LCAP Priority: #3a: Increase parent engagement in the learning process

LCAP Priority: #3b: Increase student attendance

LCAP Priority: #1i: Security on high school campus

WASC VC Report October 2016: All staff will continue to provide guidance services and programs that inform students of course selection and college planning, thereby not only increasing student completion of a-g requirements, but also providing opportunities for career pathways, goals, and objectives.

The staff will implement a multi-tiered intervention program to support high achievement for all students.

School Goal:

Maintain the graduation rate of over 90% each year. Increase the a-g completion rate to 20% in 2017.

Continue to reduce the rate of suspensions and offer alternative interventions through student and parent counseling.

What data did you use to form this goal?	What were your findings?			How will the school evaluate the progress of this goal?																			
SARC January 2017 King City High School WASC 2016 Fall report CALPADS	<table border="1"><thead><tr><th></th><th>Suspension</th><th>Expulsions</th></tr></thead><tbody><tr><td>2016-17</td><td></td><td>0</td></tr><tr><td>2015-16</td><td>85=8.6%</td><td>0</td></tr><tr><td>2014-15</td><td>55=5.5%</td><td>0</td></tr><tr><td>2013-14</td><td>147=10.3%</td><td>0</td></tr></tbody></table>				Suspension	Expulsions	2016-17		0	2015-16	85=8.6%	0	2014-15	55=5.5%	0	2013-14	147=10.3%	0	<i>Student suspension rates*</i> <i>Student expulsion rates</i> <i>*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities</i>				
	Suspension	Expulsions																					
2016-17		0																					
2015-16	85=8.6%	0																					
2014-15	55=5.5%	0																					
2013-14	147=10.3%	0																					
	<table border="1"><thead><tr><th>Year</th><th>Drop Outs</th><th>Graduates</th><th>A-g comp.</th></tr></thead><tbody><tr><td>2017</td><td></td><td></td><td>41=20+</td></tr><tr><td>2016</td><td>7</td><td>210=93.7%</td><td>20=10.5%</td></tr><tr><td>2015</td><td>14</td><td>167=90.3%</td><td>24=14%</td></tr><tr><td>2014</td><td>11</td><td>178=93.2%</td><td>22=12%</td></tr></tbody></table>			Year	Drop Outs	Graduates	A-g comp.	2017			41=20+	2016	7	210=93.7%	20=10.5%	2015	14	167=90.3%	24=14%	2014	11	178=93.2%	22=12%
Year	Drop Outs	Graduates	A-g comp.																				
2017			41=20+																				
2016	7	210=93.7%	20=10.5%																				
2015	14	167=90.3%	24=14%																				
2014	11	178=93.2%	22=12%																				

STRATEGY 4.1: Continue to implement Link Crew.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.1.1. Continue to implement Link Crew.	Site Admin Link Crew Staff	<p>As a comprehensive transition program Link Crew can provide support for freshmen throughout their first year of high school. It can:</p> <ul style="list-style-type: none"> ● increase attendance ● reduce disciplinary referrals ● reduce hazing and harassment of freshmen (CHKS) ● provide leadership development in upperclassmen ● increase involvement in co-curricular activities ● improve school climate (CHKS) ● provide leadership development in staff members ● allow for positive interaction between staff and students (CHKS) ● decrease chemical dependency (CHKS) <p>By June of 2017, train two teachers in the Link Crew program By May 2017, survey will be administered and results analyzed by Link Crew Coordinators and Link Crew Leaders to refine the Link Crew program for 2017-18. Results will be reported to administrator by June of 2017.</p> <p>By August 2017, implement the revised plan for the Link Crew program.</p>	<p>GEAR Up Title 1</p> <p>Training for 2 \$6,000 Tshirts \$500 Monthly activities \$2,000</p>

STRATEGY 4.2: Assess school climate

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>4.2.1. Create and administer a student climate survey and analyze its results.</p> <p>4.2.2 Create and administer a classified climate survey and analyze its results.</p> <p>4.2.3 Create and administer a certificated climate survey and analyze its results.</p>	<p>Site Admin ASB teacher Athletic Director Parent Involvement Coordinator Union Rep (CSEA and Certificated) Tech</p>	<ol style="list-style-type: none"> 1. Present 16-17 findings to the staff, SSC, and ELAC for analysis by September 2017 <p>Finalize individual surveys for 17-18 by February 2018</p> <ol style="list-style-type: none"> 2. Administer surveys by February 2017 3. Staff, SSC, and ELAC will analyze the results of surveys by August 2018 	<p>none</p>

4.2.5 Create and administer a parent climate survey and analyze its results.			
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STRATEGY 4.3 Continue to implement In House Suspension

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.3 Continue to implement in house suspension	Admin Campus Supervisors Teachers	<ol style="list-style-type: none"> 1. Assign administrator to oversee in house suspension. 2. Administrator to collect from teachers CCSS aligned lessons per classroom teacher to make work available for students. 3. Inform/enforce teachers how to fill out student referrals 4. Assign administrator to report monthly IS data to principal 5. Training for IS as needed 	Title I for IS materials 16 Assertive Discipline training Field trip \$2,000

STRATEGY 4.4 Continue to implement Saturday School

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.4 Continue to implement in Saturday school	Admin Campus Supervisors Teachers	<ol style="list-style-type: none"> 1. Assign teachers to oversee Saturday School 1. Assign administrator to report and analyze attendance and impact on truancy 1. Assign administrator to analyze impact to data dashboard measurements for clearing absences and tardies 	Title I for SS Training for SS teachers Hourly rate for teacher in charge

			\$4000
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STRATEGY 4.5 Implement PBIS professional development for staff (phase II).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.5 Continue to implement second phase of PBIS with staff	Admin Campus Supervisors Teachers	<ol style="list-style-type: none"> 1. Assign administrator in charge of PBIS implementation 2. Select staff meetings or collaboration dates for PBIS PD with staff 3. Implement and analyze the impact of mustang manners on referrals, suspensions, etc. Report this information with each 4 week period to staff 4. Printing of posters/folders to message "Mustang manners" 	<p>Additional site visits and PBIS training for leaders \$4,000</p> <p>District cost for printing and distributing of MM</p>

STRATEGY 4.6 Implement Equity professional development for staff

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

4.3 Begin Equity professional development with staff	Admin Campus Supervisors Teachers	<ol style="list-style-type: none"> 1. Assign Administrator in charge of equity focus and plan 2. Provide PD for cohort of teachers for first phase of creating equity plan 3. Site visitations and release days to support PD 	4,000 for release days District cost to fund travel for site visitations
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STRATEGY 4.3 Continue to support a school dean and assistant principal

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.3 Support a school dean and school assistant principal with PD	Principal School dean	<ol style="list-style-type: none"> 1. Continue to employ a school dean 2. Provide PD to support the position 	Dean's salary PD for dean

STRATEGY 4.3 Continue to learn and provide PD for schoolwide outcomes in CA's new data dashboard in the areas of equity, discipline and attendance

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.3 Continue to learn and provide PD for schoolwide outcomes in CA's new data	Admin Teachers	<ol style="list-style-type: none"> 1. Select a team of admin and leads to attend MCOE trainings to learn how the new data dashboard will measure student outcomes 	Trainings at MCOE Substitutes Travel \$1500

dashboard in the areas of equity, discipline and attendance		2. Implement internal measurements of student outcomes and report on a quarterly basis	
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Graduation from High School

LEA GOAL: Performance Goal 5: *All students will graduate from high school college or career ready.*

LCAP Priority #1c: Add programs to motivate more students to go to University

LCAP Priority: #1f: Increase core content courses and decrease remedial classes and to increase advanced placement courses

LCAP Priority: #1g: Offer College and career pathway courses to prepare students for college and career

LCAP Priority: #2a: Increase student achievement

LCAP Priority #1c: Add programs to motivate more students to go to University

LCAP Priority: #3a: Increase parent engagement in the learning process

LCAP Priority: #3b: Increase student attendance

WASC VC Report Octotber 2016: All staff will continue to provide guidance services and programs that inform students of course selection and college planning, thereby not only increasing student completion of a-g requirements, but also providing opportunities for career pathways, goals, and objectives.

The staff will implement a multi-tiered intervention program to support high achievement for all students.

SCHOOL GOAL: By 2017, the graduation rate will increase by 1% to 94.7% from the 2015-16 School year; while the a-g rate will increase to 20.5% (an increase of 10% from 10.5% in 2016).

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
SARC January 2017 WASC Three-Year-Term Report October 2016 Data profile District grad rates A-g completion rates	The dropout rate has declined for all students from 15% in 2011-12 to 2.4% in 2016-17. The dropout rate for ELs in 2015-16 was 2% increase from the previous year The graduation rate for all students has increased from 77.57 in 2009-10 to 93.7 %in 2015-16. The graduation rate for ELs in 2015-16 was 96.6%	<i>School attendance rates*</i> <i>High school dropout rates*</i> <i>High school graduation rates*</i> <i>Percent of students that are career/college ready*</i> <i>Percent of students that pass Advanced Placement exams with a 3 or higher*</i>

	<p>622 students participated in career technical education in 2016-17. 100 students (16%) students completed a CTE program and earned a high school diploma. In fall 2016 35% of 9th graders were 5-35 (out of 30 attempted) credits behind at the end of the first semester. In 2016-17 68%(up 3%) of the students were enrolled in courses required for UC/CSU admission. In 2016-17 24% (up 14%) of the graduates had completed courses required for UC/CSU admission.</p>	<p><i>Percent of students determined prepared for college by the Early Assessment Program* Student access and enrollment in all required areas of study A-g completion rate*</i></p>
<p>Advanced Placement course offerings Based on Master Schedule</p>	<p>In 2017-18 14 different Advanced Placement courses were offered: 4 in English 1 in Math 1 in Science 7 in Social Science 1 in Foreign language</p>	<p><i>*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities</i></p>
<p>Freshman Seminar grade reporting data</p>	<p>There is currently one CTE pathway, with engineering and computer science to be completed in 2017-18 and 2018-19 respectively.</p> <p>In 2017 49 Freshman with the lowest 49 GPAs were placed in freshman seminar and 6 (12%) and raised their GPA to a 2.0, only 4 above a 2.5.</p>	
<p>After school online credit recovery program</p>	<p>At the end of the 1st semester 47% of our 9th grade students failed one course, an increase of 15% from one year ago.</p>	
<p>Graduation status report</p>	<p>2016/17 Non-Grad 18 Enrolled Alt Ed 1 5th Year Seniors 3 Certificate 1</p>	
<p>Parent Survey Results Spring 2016</p>	<p>Met A-G requirements HS Diploma 24</p>	

	HS Diploma 167 Total Students 185 Parent Survey Results from WASC 2016 report	
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STRATEGY 5.1: Ensure that all students have a graduation plan.

5.1.By the end of Quarter 1 fall 2017 all 9th graders will have a 4-year plan	Student Support Services Counselors	1. Continue to create a 4 yr. plan for every freshman which includes a list of the courses needed to graduate. Report the number of students met with and completing 4-year plans to administration at the end of each quarter.	none
5.1.2.By the end of Quarter 2 all 10th and 11th grade students will have had their 4 year plans reviewed and revised as necessary	Student Support Services Counselors Gear-Up	1. Continue to review 4 yr. plans for all students sophomore through junior year by the end of 2nd quarter which includes a list of the courses needed to graduate.	none
5.1.3 Provide support for new counselor in pupil services as needed	Student Support services counselors	1. Continue to provide support for counselors to attend trainings and vertical articulations with local community colleges 2. Aeries training for new counselor	3000 travel and registration for various trainings

STRATEGY 5.2 Insure that every student in danger of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.2.1. By June 1, 2017, implement a comprehensive plan for all credit-recovery.	Site Admin Counselor	1. Develop the plan for credit recovery for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated. 2. The plan will include who will monitor D and F lists, who meets with students, who will ensure credit recovery attendance, who will report information to parents, and who will update credits recovered in the four year plan.	\$4,300 Gear Up to assist with summer 2016 Credit Recovery interventions

		<p>3. Continue to offer an afterschool online credit recovery program.</p> <p>4. Continue to offer online credit recovery 3 days per week to target students who were in need of courses to get back on track for graduation.</p>	After school credit recovery 5,000
5.2.2 By August of 2017 continue to offer after school tutoring and Saturday school extended learning opportunities.	Site Admin Counselor Saturday school and after school teachers	<p>1. Develop the plan for after school tutoring for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated.</p> <p>2. The plan will include who will monitor D and F lists, who meets with students, who will ensure afterschool and Saturday attendance, and who will report information to parents.</p>	GEAR UP

STRATEGY 5.3 Insure that every student is graduating college and career ready.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.3.1. By August 2017 develop a plan to increase the A-G completion rate.	Site Admin Counselor Site Curriculum Council GEAR up	<p>1. All students complete Science courses that are A-G approved.</p> <p>2. Continue to work with district office staff on revising the graduation requirements to include 3 years of Math.</p> <p>3. Use online credit recovery to increase the number of students completing A-G requirements.</p> <p>4. Summer school to make up Ds for improving A-G in core classes</p>	GEAR Up Funded in goal 2
5.3.2. By August 2017 develop a plan to increase the number of AP offerings and the number of students earning a score of 3 or higher on AP exams.	Site Admin Counselor Site Curriculum Council GEAR up	<p>1. Continue to provide training to teachers assigned to teach AP courses.</p> <p>2. By August 2017 administration will meet with each AP teacher to review district profile data instructional planning reports and their students' AP performance and develop a plan to improve results and number of test takers.</p>	Total for all department trainings in goal 1: \$8,000

5.3.3. Increase the Career and technical education (LCAP) course offerings	Site Admin Counselor Curriculum Council	<ol style="list-style-type: none"> 1. Implement the second course in the PLTW pathway, Principles of Engineering 2. Explore new CTE pathways by establishing a CTE committee to introduce new pathways 	\$4,000 teacher training
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STRATEGY 5.4: Increase Parental Involvement

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.4.1. By September 30, 2017, create a plan for the coordination of all parent involvement activities.	Principal Community Liaison	<ol style="list-style-type: none"> 1. Create a document which summarizes the purpose and responsibilities of all groups involving parents including Project to Inspire, GEAR Up, Educational Talent Search, and the calendar for the delivery of their services. This document will be shared parents and all staff. 2. Continue to employ a Parent Liaison. Research additional professional development (for example group facilitation) 3. Establish a quarterly meeting calendar of dates and topics for school staff with parent involvement responsibilities and with representatives from all supplemental programs. (SSC / ELAC / Gear-up / Project to Inspire / Graduation Committee / PTO / Mustang Bench / FFA Booster) 4. Continue to bring community resources per parents request 5. Explore the possibilities of creating a parent resource center. 6. Research parent conferences for parents to attend (CABE) 	In goal : 6,000 Title I Costs CABE \$6000

STRATEGY 5.5: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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5.5.1. By August 30, 2017, continue to maintain a functioning SSC.	Administration	<ol style="list-style-type: none"> 1. Continue to implement a process of forming/maintaining a strong SSC: 2. Hold staff, parent, and student elections as necessary. 3. Provide required training. 4. Develop a calendar of 2017-18 meetings with draft topics which will enable the SSC to perform all of its responsibilities including monitoring the implementation of the SPSA and the WASC Three-Year Action Plan. 	<p>Costs Materials for parent events and SSC meetings</p> <p>Title I \$2000</p>
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STRATEGY 5.6: Continue to Implement Freshmen Seminar.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.6.1 Continue to implement Freshmen Seminar.	Instructor Administration Counselors	<ol style="list-style-type: none"> 1. Freshmen Seminar is designed to help 9th graders successfully transition to high school. 2. By June 2017 analyze the continued implementation of Freshmen Seminar and its results. Based on the analysis, develop a plan and reporting procedure to select areas of focus to improve Freshmen Seminar in 2017-18. 3. By May 2018 9th grade cohort will document their academic standing each quarter in order to set goals for improvement this will be reported to administration and SSC. 	Title 1 1500

STRATEGY 5.7: Gear Up Implementation and Support

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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5.7.1 Continue to implement and monitor grades 10 and 11 and 12 with UCSC and CSUMB GEAR Up Programs	GEAR Up Administration	1. Step Up to College is designed to: <ul style="list-style-type: none"> ● Continue offering in class tutorial support to cohort 10 and 11. ● Continue to provide after school tutoring. ● Build college awareness through field trips and parent education and workshops ● Gather, analyze and report data to administration and school staff on a quarterly basis. ● Parent workshops ● Student tutoring attendance and GPA ● Afterschool workshops ● In-school workshops ● Survey data 	GEAR Up
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STRATEGY 5.8: Implement the SST process

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.8.1 Train all staff in classroom interventions 5.8.2 Train all staff in the SST process by October 2017	District Sped manager	District will train all staff the first month of school Establish referral process: List of 504 accommodations Establish timeline to revisit and monitor students referred.	Training for counselor oversee SST and 504 No cost: Sped manager

STRATEGY 5.9: Collect data on truancy and continue to offer opportunities to students to reduce truancy

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>5.9.1 Collect truancy data on a monthly basis</p> <p>5.9.2 Continue to offer students opportunities to clear trancies through tutoring, GEAR-up study sessions and Saturday school</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Dean</p> <p>Saturday school teacher</p> <p>After school tutors</p>	<p>1. send truancy letters as needed on a monthly basis</p> <p>2. Provide opportunities for students to make up tardies and unexcused absences through alternative methods outside of school hours.</p>	<p>Hourly for teachers to offer after school tutoring</p> <p>\$5,000</p>
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Special Education

LEA GOAL: PERFORMANCE GOAL 6:

LCAP Priority #1b: students will be taught by highly qualified teachers

LCAP Priority: #1d: More professional development with accountability

LCAP Priority: #2a: Increase student achievement

LCAP Priority: #3a: Increase parent engagement in the student learning process

WASC VC Report Ocotber 2016 Critical Area of Need # 3:

All staff will continue to provide guidance services and programs that inform students of course selection and college planning, thereby not only increasing student completion of a-g requirements, but also providing opportunities for career pathways, goals, and objectives.

The administration and staff utilize the Professional Learning Communities to develop common assessments and rubrics to collect, analyze, and interpret data needed to implement curriculum, powerful teaching, staff development, and program effectiveness; thereby increasing student achievement.

The staff will implement a multi-tiered intervention program to support high achievement for all students.

SCHOOL GOAL Special Education: To increase the proficiency level of Students with Disabilities (SWDs) as measured by SBAC ELA and Math.

By May, 2017 the proficiency level of SWDs will increase from 14% to 20% on the ELA SBAC.

By May 2017, the proficiency level of SWDs will increase to 0% to 8% on the Math SBAC of students currently in Gen. Ed. Math and students not in Gen. Ed Math.

By May 2017, 80% of all SWD enrolled in General Education courses will pass their courses with the accommodations stated in their IEPs.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?				
SBAC data Grades of SWDs enrolled in ELA and Math What is the CAA data?	2015-16 SBAC data <table border="1" data-bbox="573 496 1404 667"> <tr> <td data-bbox="573 496 716 602">ELA</td> <td data-bbox="716 496 1404 602">14% exceeds or meets standards in ELA</td> </tr> <tr> <td data-bbox="573 602 716 667">Math</td> <td data-bbox="716 602 1404 667">0% exceeds or meets standards in Math</td> </tr> </table> <p data-bbox="573 743 1404 813">By May, 2017, will increase SWD from 14% to 20% on the ELA SBAC.</p> <p data-bbox="573 854 1404 959">By May 2017, will increase SWD from 0% to 8% on the Math SBAC of students currently in Gen. Ed. Math and students not in Gen. Ed Math.</p>	ELA	14% exceeds or meets standards in ELA	Math	0% exceeds or meets standards in Math	SBAC performance Gen ed performance in math Resource math performance
ELA	14% exceeds or meets standards in ELA					
Math	0% exceeds or meets standards in Math					

STRATEGY 6.1 develop a SPED plan for how the department will operate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.1 By August 2017 SPED Administration along with SPED teachers and staff will develop a plan for how the department will run.	Sped Director Sped manager Site Admin Sped Department Chair Sped Teachers	<ol style="list-style-type: none"> 1. By August 2017, administration and SPED staff will finalize plans for changes to the overall SPED program, including: 2. Student scheduling, progress monitoring (SRI,grades), voc. Ed. and collaboration model. 	Department meeting time on collaboration calendar 1-2 days of Summer work/hourly \$3,000
6.1.b By August of 2017 the department will determine how to assess, modify and analyze district benchmarks in ELA and Math	Sped Director Sped manager Site Admin Sped Department Chair Sped Teachers	<ol style="list-style-type: none"> 1. By August 2017, the SPED department will determine which students require accommodations for district level benchmark assessments. 	N/A

STRATEGY 6.2 Special Education students will be offered credit recovery through APEX during the school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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6.2 By August of 2017, Special ed teachers will receive training in Odysseyware in order to service SWDs during the school day	Sped Director Sped manager Site Admin Sped Department Chair Sped Teachers	<ol style="list-style-type: none"> 1. Continue to offer credit recovery through Odysseyware. 2. Sped teachers will receive a release days for training in Odysseyware. 	1-2 days of Summer work/hourly \$3,000
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STRATEGY 6.3 Increase the success of all SWD students enrolled in general education classrooms.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.3 Notify all general education teachers of the SWDs on rosters including their accommodations and qualifications for services.	Sped Director Sped manager Site Admin Sped Department Chair Sped Teachers	<p>By end of August 2017, the SPED staff will hold a work day to distribute caseloads, notify teachers of SWDs, eligibility of SWDs, and behavior plans.</p> <p>All teachers will be notified of Aide's schedules for supporting SWDs</p>	8 teachers x 7.5 hours \$3000
6.4 All Special Education Teachers and paraprofessionals will participate in Professional development.	Sped Director Sped manager Site Admin Sped Department Chair	<ol style="list-style-type: none"> 1. All paraprofessional will participate in ongoing CM instructional strategies, common core math practices, 2. All SpEd Teachers will participate in ongoing Common Core Math Practices training. 3. Special education Teachers will have input into what PD opportunities are attended. 4. Moderate/Severe program will receive training in the best practices for curriculum. 5. Vocational Ed Program will receive training in the best practices for curriculum. 	\$3,000 hourly rate training for paras

	Sped Teachers		\$5,000 for PD for SPED teachers
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Form B: 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 Form B must be aligned with the Consolidated Application.

Title I SES

NEWSela License

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide KCHS with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	2017-2018	Continue to employ instructional coach	1 FTE	Title I Title III Gear Up

School Goal #: 2 (to be updated to reflect ELPAC terminology)

SCHOOL GOAL English Learners: By May 2018 42% of the ELs will increase or maintain an advanced their level on the CELDT.

SCHOOL GOAL English Learners: By May 2018 25% of the ELs will be redesignated.

SCHOOL GOAL English Learners: By May 2018 57% of the 11th grade ELs will pass the ELA SBAC.

SCHOOL GOAL English Learners: By May 2018 8%% of the 11th grade ELs will pass the Math SBAC.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide KCHS with an .35 EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to ELD teachers.	Aug – May 2017-18	Continue to employ an EL Specialist	.35 FTE	EIA:LEP

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

2. Provide annual TOT to EL Specialist	June 2017	MCOE TOT ELPAC registration	\$50.00	EIA:LEP
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Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input checked="" type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$
Federal Programs	Allocation

<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$273,102.82
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	1% required \$2,731.03
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	10% 27,310.28
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 53,234
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 18,231
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/> Ag Incentive Grant	\$ 20,539
<input type="checkbox"/> Other federal funds (SES funding 20% of District Total Title I)	\$54,620.85
<input type="checkbox"/> Other federal funds (list and describe) Lottery Unrestricted	\$124,507.67
<input type="checkbox"/> Other federal funds (perkins)	\$ 40,964.00
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	

Form D: 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.⁵ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Janet Sanchez Matos	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dariana Sanchez (2 years 15-17)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Ackerman (secretary) (2 years 15-17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Angela Camarena (Chairperson) (2 years 16-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Arlen Espinoza (Vice Chairperson) (2 years 16-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Ana Vega (2 years 15-17)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kara King (2 years 16-18)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2 years 15-17)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorena Caulk (2 years 15-17)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vanessa Barajas 12 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Rosemary Jasso 11 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Karina Aguirre 10 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>

⁵ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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**):

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| X English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| X Other committees established by the school or district (list) | Signature |

ELA:
Fine Arts:
Mathematics:
Special Education:
Science:
ELD:
Social Science:
Business:
Agriculture:
Physical Education:

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: May 5, 2016

Attested:

Janet Sanchez Matos

Typed name of School

Principal

Signature of School Principal

Date

Nancy Reyes

Typed name of SSC

Chairperson

Signature of SSC Chairperson

Date