

Single Plan for Student Achievement



SAN PASQUAL HIGH SCHOOL
Escondido Union High School District

The Single Plan for Student Achievement

School: San Pasqual High School

District: Escondido Union High School District

County-District School (CDS) Code: 37-30058

Principal: Erin Smith

Date of this revision: 5/16/2016

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

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

Contact Person:	Martin Casas
Position:	Principal
Telephone Number:	(760) 291-6002
Address:	3300 Bear Valley Parkway
E-mail Address:	esmith@euhsd.org

The District Governing Board approved this revision of the SPSA on June 19th, 2016.



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San Pasqual High School Vision Statement

UNITED . . . we are San Pasqual!

San Pasqual High School Mission Statement

In an environment of collaboration and camaraderie San Pasqual HS will provide:

Relevant, engaging instruction with High Expectations for ALL students

Embedded support during the school day, as well as positive behavior models, academic interventions, and extra-curricular programs that promote success for students during and beyond their high school years.

An appreciation of the connectivity of communities around the world and the significant impact of individual actions within these communities.

San Pasqual High School Instructional Goal

San Pasqual High School will use PLC Time and other collaborative activities to focus on engaging students in the curriculum through thoughtful planning, a focus on inquiry, and active participation that fosters critical thinking and problem solving.

Background Information

San Pasqual High School (SPHS), founded in 1972, is nestled in the San Pasqual Valley in the northern San Diego County city of Escondido, California. Escondido is a vibrant and diverse multicultural city committed to educating its youth. SPHS is one of three comprehensive high schools, one 9-12 STEM Academy, one alternative high school and an Adult Education/CTE program operated by the Escondido Union High School District (EUHSD) in grades 9-12. EUHSD enrolls over 9000 students in grades 9 – 12 and has served the community of Escondido since 1894.

SPHS enrolls 2235 students and uses a school year calendar of two semesters with six classes per semester. Semester one is August through December and Semester Two is January through June. SPHS serves a diverse population that is 58.2% Hispanic/Latino; 33.8% White; 3.9% Asian; 1.7% African American; with smaller percentages of Native American and Pacific Islander students. 52.4% of SPHS students qualify as Socio-Economically Disadvantaged, 13.2% are English Learners and an additional 32% are Re-designated Fluent English Proficient (R-FEP) students. 10% of the student population at SPHS participates in the AVID program which promotes college readiness for traditionally underserved student populations. For students who participate in all four years of AVID at San Pasqual in 2015-2016, 80% of the seniors are attending a four year college.

San Pasqual involves parents, guardians, and community stakeholders in the work of improving student achievement and exiting Program Improvement through the School Site Council, English Learner Advisory Committee, Back to School Night, Parent Meetings, Parent Club, Athletic and Band Booster Clubs, along with regular informative contact with the community.

Strategies to Improve Student Achievement and Exit Program Improvement

San Pasqual is implementing the following strategies:

- ✓ A culture of High Expectations with support through training and implementation of Essential Elements of Instruction, Positive Behavior Intervention & Support, Professional Learning initiatives in English Language Arts & Math, as well as the use of Illuminate and other Educational Technology to support instruction
- ✓ A weekly schedule with Embedded Support time to facilitate re-teaching, critical thinking, analysis, non-fiction writing, problem solving, working to mastery of common core standards, and accelerated learning.
- ✓ Connecting Freshmen academically and socially through the Freshman Academy, Freshman Orientation, and Link Crew
- ✓ A culture of collaboration, camaraderie, common curriculum and assessments developed through Professional Learning Communities
- ✓ A wide variety of extra-curricular programs, as well as educational and social interventions that assist persistence toward graduation, develop resilience necessary to overcome obstacles, and promote the communication skills as well as an appreciation of the connectivity of communities around the world and the significant impact of individual actions within these communities

Student Learning Outcomes (SLOs)

After graduation from San Pasqual students will enter post-secondary opportunities:

Academically Engaged as measured by

- Student Proficiency and Pass Rate on CAASP
- Student performance on CELDT
- D/F Rate
- A-G Course Completion
- Advanced Placement Equity and Access percentage

Behave Positively as measured by

- Percent of Discipline Incidents relative to student population
- Percent of participating in after school academic and enrichment activities

College & Career Ready as measured by

- A-G course completion percentage
- Advanced Placement Equity & Access percentage
- Student performance on CSU Early Assessment Program (EAP)
- Percentage of students completing a CTE course sequence
- Graduation Rate

SPSA School Goals

SPHS will create Academic Engagement by providing ALL students with relevant instruction and embedded support that meets their individual needs in English Language Arts

SPHS will create Academic Engagement by providing ALL students with relevant instruction and embedded support that meets their individual needs in Mathematics

SPHS will create Academic Engagement by providing ALL English Learners with relevant instruction and embedded support that develops their English language proficiency in Reading, Writing, Speaking, and Listening

SPHS will offer a wide variety of extra-curricular programs, as well as educational and social interventions that assist persistence toward graduation, develop resilience necessary to overcome obstacles, and promote the communication skills and interconnectedness essential to Behaving Positively.

SPHS will identify and provide ALL students with specific College & Career Readiness information, activities, courses, and course pathways that promote post-secondary opportunities and real world connectivity

The following Expected Annual Measurable Outcomes will be used though out this document to evaluate both LCAP Goals and School Goals

- SPHS will increase the Re-Designation Rate of English Learners (RFEP) by 2% *LCAP*
- SPHS will meet established AMAO targets for English Language Learners
- SPHS will increase the number of students qualifying for the State Seal of Biliteracy by 2%.
- Increase from 2015-16 the percent of 9th grade students passing English courses by 2%
- Increase from 2015-2016 the percent of 11th grade students that meet or exceed standards as established for CAASP by 1%
- Increase from 2015-2016 the percent of 11th grade students that meet the EAP requirement determined by CAASP results by 1%.
- Increase from 2015-2016 the percent of students scoring 3 or higher on an A.P. exam by 2%
- Increase from 2015-2016 the percent of students meeting the a-g requirements by 1%
- Increase from 2015-2016 the percent of students taking and being successful (Course grade A-C) in A.P. courses each semester by 1%.
- Increase from 2015-2016 the percent of students taking and being successful (Course grade A-C) in honors courses each semester by 1%
- Increase from 2015-2016 the percent of students enrolled in CTE courses by 1%
- Increase from 2015-2016 the percent of students qualifying as CTE completers by 1%
- Increase from 2015-2016 the percent of 12th grade students completing ERWC with a C or better by 2%

Form A: 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:

<p>Goal</p>	<p>LCAP Goal 1: Academic Achievement: Hold high expectations for and improve academic achievement so that all students graduate college and career ready from the Escondido Union High school district.</p> <p>School Goal #3: SPHS will create Academic Engagement by providing ALL English Learners with relevant instruction and embedded support that develops the English Language Proficiency in Reading, Writing, Speaking, and Listening.</p>
<p>Identified Need</p>	<p>English Language Learners are passing ELA College and Career Ready Courses at a lower rate than the school wide population or any other subgroup. 62.5% of ELLs passed an ELA CCR course with a “C” or better.</p> <p>58.8% of SPHS EL students made one year’s progress in learning English as measured by the CELDT assessment. This did not meet the progress goal for English Learners at SPHS (Goal = 60.5%)</p> <p>21.4% of EL students who have been in the U.S. less than 5 years attained English proficiency. This did not meet the progress goal for English Learners. (Goal was 24.2%)</p> <p>44.7% of EL students who have been in the U.S. longer than 5 years attained English proficiency. This did not meet the progress goal for English Learners. (Goal was 50.9%)</p>
<p>Annual Expected Measurable Outcomes</p>	<p>Meet established AMAO targets for 2016-17</p> <p>Increase the Re-Designation Rate of English Learners (RFEP) by 2%.</p> <p>Increase the number of students qualifying for the State Seal of Biliteracy by 2%.</p>

Action and Services	Budgeted Expenditures	Funding Sources
SPHS will offer ELD 1 support classes for all ELD 1 students.	\$82,352 4 sections	Title I
SPHS will offer ELD II support classes for all ELD II students.	\$20,588 1 section	Title I
SPHS will offer ELD III support classes for all ELD III students.	\$20,588 1section	Title I
SPHS will use Bilingual Instructional Assistants in ELD, Sheltered courses and in the Learning Center.	\$17,790	Title III

<p>Goal</p>	<p>LCAP Goal 1: Academic Achievement: Hold high expectations for and improve academic achievement so that all students graduate college and career ready from the Escondido Union High school district.</p> <p>School Goal #1: SPHS will create Academic Engagement by providing ALL students with relevant instruction and embedded support that meets their individual needs in English Language Arts.</p> <p>School Goal #2: SPHS will create Academic Engagement by providing ALL students with relevant instruction and embedded support that meets their individual needs in Mathematics.</p>		
<p>Identified Need</p>	<p>Students reading at least two years below grade level need additional academic support to be successful in ninth grade ELA. These students are recommended by their middle school and are additionally assessed by completing an SRI reading assessment. Students with gaps in their mathematics education and recommended by their middle school need additional mathematics support.</p>		
<p>Annual Expected Measurable Outcomes</p>	<p>Increase from 2015-16 the percent of students passing math and English courses by 2% Increase from 2015-2016 the percent of 11th grade students that meet or exceed standards as established for CAASP by 1% Increase from 2015-2016 the percent of 11th grade students that meet the EAP requirement determined by CAASP results by 1%.</p>		
<p>Action and Services</p>		<p>Budgeted Expenditures</p>	<p>Funding Sources</p>
<p>Provide evidence based instructional support programs offered in classes with reduced student-teacher ratios to identified 9th grade students. Students reading at least two years below grade level will be placed in a READ 180 course in addition to being placed in ELA 9 course.</p>		<p>\$41,176 2 sections</p>	<p>Title I</p>
<p>Students with identified gaps in their mathematics instruction will be placed in a Math 180 course in addition to being placed in Integrated Math I.</p>		<p>\$41,176 2 sections</p>	<p>Title I</p>

<p>Goal</p>	<p>LCAP Goal 1: Academic Achievement: Hold high expectations for and improve academic achievement so that all students graduate college and career ready from the Escondido Union High school district.</p> <p>LCAP Goal #3: Support to Students: To prepare students to graduate high school college and career ready, provide systemic support services focusing on academic, career, and person/social development</p> <p>School Goal#5: SPHS will identify and provide ALL students with specific College and Career Readiness information, activities, courses, and course pathways that promote post-secondary opportunities and real world connectivity.</p>
<p>Identified Need</p>	<p>Examining longitudinal student achievement data from a variety of sources shows that not all students are achieving at the levels necessary for college and career readiness. Achievement gaps remain, predominantly among our significant student populations. Data examined included: Key course completion rates, UC a-g completion rates, course grades.</p> <p>At risk students need to be identified in a timely fashion and provided with a support network that starts at the classroom level.</p>
<p>Annual Expected Measurable Outcomes</p>	<p>Increase from 2015-16 the percent of 9th grade students passing English and math courses by 2%</p>

<p>Goal</p>	<p>LCAP Goal #2: Provide a highly skilled, knowledgeable, caring, and committed staff that collaborates to positively support and affect instruction and learning.</p> <p>LCAP Goal #3: Support to Students: To prepare students to graduate high school college and career ready, provide systemic support services focusing on academic, career, and person/social development</p> <p>School Goal #5: SPHS will identify and provide ALL students with specific College and Career Readiness information, activities, courses, and course pathways that promote post-secondary opportunities and real world connectivity.</p>
<p>Identified Need</p>	<p>Opportunities are needed for teachers and administrators to learn and collaborate regarding implementation of instructional shifts, new/revised curriculum, units of study, and instructional material. Provide teachers with on-going professional development to provide students with quality AP and AVID instruction.</p>
<p>Annual Expected Measurable Outcomes</p>	<p>Increase from 2015-2016 the percent of 11th grade students that meet or exceed standards as established for CAASP by 1%</p> <p>Increase from 2015-2016 the percent of 11th grade students that meet the EAP requirement determined by CAASP results by 1%.</p> <p>Increase from 2015-2016 the percent of students scoring 3 or higher on an A.P. exam by 2%</p> <p>Increase from 2015-2016 the percent of students meeting the a-g requirements by 1%</p> <p>Increase from 2015-2016 the percent of students taking and being successful (Course grade A-C) in A.I courses each semester by 1%.</p> <p>Increase from 2015-2016 the percent of students taking and being successful (Course grade A-C) in</p>

Goal	LCAP Goal #4: Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input		
Identified Need	Input from parent surveys as well as meetings with parents and staff show that parents want more of the following: parent workshops on areas of parent interest and information to support their child with college and career preparation.		
Annual Expected Measurable Outcomes	Increase by 5% the number of parents attending parent/student informational meetings.		
Action and Services		Budgeted Expenditures	Funding Sources
The school will provide the supplies necessary to support positive, informative parent meetings.		\$3,067	Title I

Goal	LCAP Goal #3: Support to Students: To prepare students to graduate high school college and career ready, provide systemic support services focusing on academic, career, and person/social development		
Identified Need	To meet the diverse needs of students, instructional supplies are necessary to provide quality academic instruction in all classrooms.		
Annual Expected Measurable Outcomes	Key course completion rates, UC a-g completion rates, course grades.		
Action and Services		Budgeted Expenditures	Funding Sources
Materials for low income students to succeed at school.		\$7,000	Title I

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

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.

School Goal #:

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)
<h1>Not Applicable</h1>				

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.

Please duplicate this form as necessary.

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.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs 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) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

Revised September 2015

Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$297,711	<input type="checkbox"/>
X <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).	\$3,000	<input type="checkbox"/>
X <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)	District	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
X <input 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	\$17,790	Title III funds may not be consolidated as part of a SWP ³
<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"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$315,501	
Total amount of state and federal categorical funds allocated to this school	\$315,501	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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.⁴ 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
Erin Smith	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Owsley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Laura Wilbanks	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erin Duran	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andria Espinoza	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ben Stampfl	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oscar Vera	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Pollard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Lisa Lizalde	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Jill Weisner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Ashley Duarte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Patience Pangonis	<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"/>

⁴ 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):**

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 24, 2016.

Attested:

Erin Smith	_____	
Typed name of School Principal	Signature of School Principal	Date

Andria Espinoza	_____	
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001 (g), the School site council (SSC) annually evaluates the effectiveness of planned activities. In the cycle of continuous improvement of student performance, applicable student achievement data (see attached Student Achievement Data) was analyzed at LCAP meetings and by the SPHS Site Council to determine program effectiveness and to inform and guide SPSA plans documented in Form A.

SPHS Parent Involvement Policy & SPHS Parent Compact

SAN PASQUAL HIGH SCHOOL PARENT INVOLVEMENT POLICY

- ❖ This Parental Involvement Policy is jointly developed and agreed on by SPHS and parents of participating SPHS students.
- ❖ SPHS parents will be notified about the SPHS Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, this policy will be distributed to parents in a language that parents can understand.
- ❖ This Parental Involvement Policy is made available to the local community through the SPHS website
- ❖ Periodically SPHS and parents of participating SPHS students will update the Parental Involvement Policy to meet the changing needs of both parents and SPHS
- ❖ A Parent Compact is part of the Parental Involvement Policy and outlines how parents, staff, and students will share the responsibility for improving academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the State's high standards.

DESCRIPTION OF SHARED RESPONSIBILITIES IN SUPPORT OF IMPROVING ACHIEVEMENT FOR ALL SPHS STUDENTS

- ✓ Parents will annually review and provide input to update the Parent Involvement Policy, SPHS Parent Compact, and Single Plan for Student Achievement. Parent groups involved in the review, input, and updating process include members of the School Site Council and the English Learner Advisory Council (ELAC).
- ✓ San Pasqual High School will distribute the Parent Involvement Policy through publication in the Student Handbook and by posting it on the SPHS website.

- ✓ Parents will be informed of involvement opportunities through phone calls, emails, mailings, SPHS web-site, Back to School night, ELAC meetings, parent club meetings, booster club meetings, Title 1 Parent Involvement Meetings, and School Site Council meetings.
- ✓ San Pasqual High School will build the school's and parents' capacity for strong parental involvement and will provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- ✓ San Pasqual High School will convene a minimum of two Title 1 Parent Involvement meetings each year
 - Parents will be informed that SPHS participates in Title I and of the accountability and eligibility requirements of Title I
 - Participants will be given a copy of the SPHS Parent Student Compact, the SPHS Parent Involvement Policy, and the Escondido Union High School District Parent Involvement Policy
 - One meeting will be held during the day and one in the evening
 - At least one of the meetings will be held prior to course selection for the following school-year.
 - Translation and child care services will be provided:
 - Parents will be notified of the meetings in both writing, via phone call/email, and on the SPHS web site.
 - Spanish translation will be provided and parents of incoming ninth grade students will also be invited to attend
- ✓ During Title I Parent Involvement Meetings, Eighth Grade Parent Night and at least one School Site Council and ELAC meeting, San Pasqual High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and expected student proficiency levels.
- ✓ San Pasqual High School will provide parents of participating students, as requested by parents, opportunities for additional regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and SPHS will respond to any such suggestions as soon as practicably possible.
- ✓ With the assistance of the Escondido Union High School District, SPHS will provide assistance to parents of students served by the school in understanding topics including but not limited to the following:
 - Common Core state standards
 - National, State, and Local assessments including alternate assessments
 - Accountability and eligibility requirements of Title I
 - How to work with SPHS and how to monitor their student's progress
- ✓ San Pasqual High School will seek training opportunities for parents including, but not limited to: literacy training, high school graduation requirements, college entrance requirements, financial aid for college, as well as technology in support of monitoring and promoting student achievement
- ✓ SPHS will reach out to communicate and work with parents as equal partners, value the contributions of parents in how to implement and coordinate parent programs and build ties between parents and schools.

ADOPTION

This policy is adopted by San Pasqual High School's Site Council. SPHS will make this policy available to the local community through the SPHS website and will distribute this policy to all parents of participating Title I Students on or before January 31 each school year.

San Pasqual High School's notification to parents of this policy will be in an understandable and uniform format and San Pasqual High School will, to the extent it is feasible, provide a copy of this policy to parents in a language parents can understand.

(Signature of Authorized Official)

(Date)

SAN PASQUAL HIGH SCHOOL PARENT COMPACT

San Pasqual High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, staff, and students will share the responsibility for improving academic achievement and the means by which SPHS and parents will build and develop a partnership that will help students achieve the Common Core standards and California content standards

San Pasqual High School believes that a combination of high expectations with support; informing & coaching our students on how to meet and exceed expectations; instruction that engages, inspires, and adapts; systematic academic and social prevention and intervention efforts; healthy school climate; and a Respect for our Past and Hope for our Future ensures the best climate for a good education for ALL SPHS students.

San Pasqual High School will:
Meet AYP accountability goals.

Deliver a standards-based curriculum infused with support systems to enable students to reach high academic standards.

Ensure ALL students are given every available opportunity to successfully complete the high school graduation requirements.

Increase participation in our most rigorous curriculum by offering a wide range of course offerings, recruitment efforts, and support systems.

Support College and Career Readiness for ALL students

Provide opportunities for parents to participate constructively in their students' education by making a commitment to hold parent meetings during which this compact will be discussed as it relates to the individual student's achievement.

Provide parents of participating students' information about Title I, Part A programs that include: a description and explanation of San Pasqual High School curriculum, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

Provide opportunities for meetings with parents to offer suggestions, and allow parent participation in decisions about the education of their students.

Provide individual parent, student, teacher, counselor, and administrative meetings upon request and/or as needed to discuss issues that support the successful completion of high school graduation requirements, College and Career Readiness, and other topics related to student success.

Provide plans and strategies to successfully pass the California High School Exit Exam (CAHSEE) and generally discuss with parents any issues, including credit deficiency, which will prevent the student's graduation from SPHS.

Provide parents with frequent reports on their student's progress. Including an individual student report regarding performance the California Standards Test and the California High School Exit Exam

Provide parents with progress reports on student achievement three times each semester, and provide parents, upon request, with hand carried progress reports on a more frequent basis.

Provide communication from SPHS through phones calls, e-mails, and the SPHS website.

Provide parents reasonable access to staff through staff email addresses and phone extensions.

Provide parents with freshman, sophomore, and junior parent nights, College Information Night and Financial Aid Information Night

Provide parents opportunities to volunteer and participate in their student's high school experience, and to observe classroom activities.

Provide parents with opportunities for volunteering, currently volunteer opportunities are available through: School Site Council; ELAC; SPHS Athletic Boosters; SPHS Music Boosters; SPHS Ag Boosters; SPHS Parent's Club; ROP Advisories

Help parents/guardians understand such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a student's progress and work with educators to improve the achievement of their children.

Provide parents with two annual meetings to discuss SPHS' participation in Title I, Part A programs, and to explain the Title I, Part A accountability and eligibility requirements and the right of parents to be involved in Title I, Part A programs. SPHS will invite all parents of students participating in Title I, Part A programs, and will encourage them to attend.

Provide materials and training to help parents/guardians work with their children to improve their student's achievement

Educate teachers, service personnel, principals and other staff, with the assistance of parents/guardians, in how to reach out to, communicate with and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

Ensure that information related to school and parent/guardian programs, meetings and other activities sent to the parents/guardians of participating students in a form and in a language the parents/guardians can understand.

Involve parents in the joint development of any school-wide program plan, in an organized ongoing and timely way. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way. If the school-wide program plan is not satisfactory to the parents/guardians of participating students, SPHS will submit any parent/guardian comments when the plan is made available to the district.

Assure that students are taught by highly qualified teachers. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Red. Reg. 71710, December 2, 2002).

San Pasqual High School teachers will:

- Teach necessary skills and concepts including board approved, standards-based curriculum.
- Inform parents and students how to meet and exceed expectations
- Provide instruction that engages, inspires, and adapts
- Provide feedback on student progress, including homework, class work and behavior
- Encourage students to meet their full potential.
- Strive to address the individual needs of a diverse student population.
- Provide a safe, positive, and healthy learning environment for ALL students.

San Pasqual High School counselors will:

- Develop systematic academic, social prevention & intervention efforts that focus on improving student achievement.
- Create a welcoming environment for students and parents.
- Encourage all students to meet their full potential.
- Provide academic, social, emotional and career counseling
- Assist with conflict resolution and strive to address the individual needs of a diverse student population.
- Inform parents and students how to meet and exceed high school graduation, college requirements, and career expectations
- Provide feedback on student progress, including homework, class work and behavior

San Pasqual High School administrators will:

- Communicate to students and parents San Pasqual High School's mission and annual student achievement goals.
- Ensure a safe, supportive, and orderly learning environment.
- Reinforce the partnership between parents, students, and staff.
- Encourage all students to meet their full potential.
- Serve as instructional leaders by supporting curriculum and instruction that engages, inspires, and adapts
- Develop systematic academic & social prevention & intervention efforts that focus on improving student achievement
- Provide appropriate professional growth opportunities and training for staff.

San Pasqual High School parents will:

- Send their student to school each day on time
- Support their student's learning and help make education a priority for their student
- Provide a time and place for quiet study and encourage good study habits.
- Provide their student with guidance to make informed healthy choices.
- Communicate regularly with their student and with San Pasqual High School.

San Pasqual High School students will:

- Come to prepared to meet high expectations, maximize effort and build success
- Follow school rules and maintain a positive attitude.
- Attend school daily and on time
- Complete all assignments to the best of their ability.
- Make informed healthy choices.
- Communicate with parents and teachers.
- Participate actively in classroom and extra-curricular activities

