

The Single Plan for Student Achievement

School: Nogales High School
District: Rowland Unified School District
County-District School (CDS) Code: 19-73452-1936228
Principal: Mr. Yousef Nasouf
Date of this revision: November 14, 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.

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Mission and Vision

District's Mission

The mission of the Rowland Unified School District, the progressive international community united in learning, is to empower students so that each actualizes his or her unique potential and responsibly contributes to a global society, through a system distinguished by rigorous academics, innovative use of technology, creative exploration, and nurturing learning experiences.

District's Vision

The Rowland Unified School District promotes, expects and accepts nothing short of excellence. We have a collective commitment to be the best school district in California.

School's Mission

Nogales High School will provide access to quality education and support learning for success. *PEOPLE* PASSION* PURPOSE

School's Vision

Nogales High School prepares our students for a successful future through a first-class educational experience.

Nogales High School is one of 19 Rowland Unified School District sites. Built in 1962, Nogales serves students in grades 9-12. The staff and community at Nogales work collaboratively to ensure the implementation of policies and practices that demonstrate a respect for all individuals within the culturally diverse school community.

Core Values

INTEGRITY: We believe in principles that support ethical decision-making, positive role modeling, and a commitment to professionalism.

RESPECT: We believe in the appreciation and celebration of both commonalities and diversities of individuals and groups. In addition, we will:
Foster respect for democratic principles and citizenship;
Promote respect for our environment by developing responsibility for its preservation.

SAFETY: We believe in and are committed to providing safe schools and a secure environment for all students and staff.

STUDENT-CENTERED FOCUS: We believe in keeping the student at the center of all decisions. Providing meaningful, challenging curriculum, programs, and practices will:

Promote student involvement;

Provide equal learning opportunities;

Ensure a strong academic foundation and balance among basic skills;

Problem-solving, and critical thinking;
Encourage life-long learning.

EXCELLENCE: We believe in high standards for personal performance in pursuit of an ideal in all of our endeavors, as demonstrated by:
Well-defined expectations within a supportive environment;
Rigorous instructional programs;
Commitment to succeed.

RESPONSIBILITY WITH ACCOUNTABILITY: We believe each individual can and should be responsible and accountable for his/her decisions and actions. In support of this value, we will:

Promote the development and empowerment of individuals and groups; develop appropriate goals and measures of success.

NOGALES HIGH SCHOOL
SCHOOLWIDE LEARNER OUTCOMES
(SLO's)

EFFECTIVE COMMUNICATORS: Who

1. Express significant information and ideas through verbal and non-verbal means.
2. Demonstrate the use of a variety of information-gathering techniques and information resources.
3. Demonstrate the ability to receive and interpret the messages of others, verbal and non-verbal, and respond appropriately.
4. Are responsible citizens that develop collaborative skills to work effectively within their family, the school, the community and society.

CRITICAL THINKERS: Who

1. Analyze, interpret, evaluate, and assess appropriate knowledge and information.
2. Demonstrate ability to recognize and analyze problems then apply problem solving strategies to real-life situations.
3. Set achievable short and long range goals and assess their own progress.
4. Process, integrate, and synthesize information through reading, writing, listening and speaking strategies.
5. Demonstrate a knowledge, understanding and respect of cultural and social differences, perspectives and common experiences among people.

PERFORMANCE ACHIEVERS: Who

1. Perform and/or create at or above district / state benchmarks levels (i.e. CAHSEE, STAR, district benchmark assessment).
2. Are able to express themselves analytically and creatively.
3. Are able to demonstrate inductive and deductive reasoning.
4. Explore, develop and utilize strategies for life-long educational and career options.

RESPONSIBLE CITIZENS: Who

1. Commit to the highest ethical standards.

2. Contribute positively to their community.
3. Demonstrate knowledge, understanding and respect for cultural and social differences.
4. Explore develop and employ strategies for life-long educational and career options.

Description of the School and Community

Nogales High School is a comprehensive high school located in La Puente, California, East of Los Angeles in the Rowland Unified School District. The school has approximately 1962 students, grades 9-12, residing in the unincorporated areas of West Covina, Walnut, City of Industry, and La Puente.

Nogales is a suburban school that has long been classified as a Title 1 school with more than 83% of the students identified as socioeconomically disadvantaged who qualify for free and reduced lunch. Nogales is currently in Program Improvement year 5; Nogales first entered PI in 2006 when the school failed to meet the AYP goal for English Learners on the English Language Arts section of the California High School Exit Exam. As a result of continuing program improvement, Nogales is currently under Alternative Governance: a District School Leadership Team comprised of Nogales administration, District Administration, and a private consultant. Over the last two years, the school leadership has worked diligently to align the Single Plan for Student Achievement so that it incorporates the Current WASC critical areas for follow up and Program Improvement plan for staff clarity of vision and purpose in their daily work.

Nogales meets the educational needs of a variety of student populations by offering academic programs including the International Baccalaureate Diploma, AVID , Career Certification Pathways, English Language Development program; a Special Education program that includes resource (RSP), special day (SDC), severely handicapped (SH) and emotionally disturbed/behavior disordered (EDBD) programs, and targeted intervention classes. These programs, in unison with the comprehensive curriculum, work to reach all students.

Many of the parents of Nogales students often work more than one job, and often students work to help supplement the family income. 22% of the students are part of multiple families living in a single dwelling and therefore are considered homeless/ Sheltered in place per the McKinney/Vento Act. A small percentage of students also live in garages, cars, and motels. Additionally, a large portion of the community has lived here for many generations, the parents and even grandparents of many of the students also attended Nogales High School.

District Direction and Focus Areas

District Direction 1: Academic Achievement for All Students

Provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff, leading all schools and subgroups to meet or exceed growth targets.

Focus Area 1.1: Strengthen our instruction and alignment with the California State Standards and deliver curriculum to students in a rigorous and balanced format that fosters critical thinking, collaboration, creativity, and communication skills through diverse learning opportunities for all students.

Focus Area 1.2: Support English learners through designated and integrated ELD content classes, language-rich learning environments, and full access to core classes.

Focus Area 1.3: Implement systems and structures for targeted instruction and monitoring of individual student progress to increase achievement for all students, including significant subgroups including English learners, students with disabilities and socioeconomically disadvantaged students to close the achievement gap and increase overall student achievement.

District Direction 2: College and Career Readiness/21st Century Skills

The Rowland Unified School District will encourage all students to reach their fullest potential by preparing all students for college and careers with integration of 21st century skills.

Focus Area 2.1: Increase the student graduation rate.

Focus Area 2.2: Increase the percentage of college ready graduates through increased enrollment and completion of A-G, AP/IB, and honors courses.

Focus Area 2.3: Expand and enhance Career Technical Education and STEAM courses and activities throughout the District.

Focus Area 2.4: Evaluate and update technology infrastructure and devices on an ongoing basis to provide all staff and students with compatible, reliable, and cutting edge technology.

Focus Area 2.5: Embed the effective use of technology in all areas to enhance learning.

District Direction 3: Communicate and Collaborate

The Rowland Unified School District is committed to a culture of collaboration and open, transparent communication to assure accurate, timely information, which will engage, inform, and educate all stakeholders.

Focus Area 3.1: Continue to develop and refine avenues and practices for effective communication and collaboration between and among District staff, students, parents, and community.

Focus Area 3.2: To effectively promote District and its programs, technology will continue to be utilized to ensure effective communication between the District and staff, parents, and the community members.

Draft 2017/2018 District Directions

District Direction 4: Fiscal Responsibility and Facilities

Responsibly manage and allocate financial resources to maximize students' educational experiences while closely monitoring the budget and enrollment, making timely adjustments to staffing, services, programs, and budgets to maintain District solvency. Develop plans to provide, safe and clean facilities on both a short and long-term basis that appropriately and effectively houses the programmatic needs of our students.

Focus Area 4.1: Design, develop, and implement the annual budget and multi-year plan to support a high quality instructional programs for students which meet the state funding model requirements and ensures the fiscal stability of the District.

Focus Area 4.2: Develop and implement a long-range facility master plan to meet the needs of the District by providing learning environments that foster student success and achievement.

Focus Area 4.3: Continually explore and implement systems and strategies which will increase operating efficiencies.

Focus Area 4.4: Provide timely communication and oversight for all fiscal and budget matters as well as all facilities projects.

Focus Area 4.5: Explore and implement strategies and programs to attract new students and reduce declining enrollment.

District Direction 5: Student and Staff Safety and Wellness

District and school plans, educational programs, and operational procedures will promote the health and safety of our students and staff.

Focus Area 5.1: Teach and reinforce character development as an integral component in educating the total child.

Focus Area 5.2: Implement local school site interventions and Districtwide systems to reduce suspensions and expulsions and to increase student time for learning.

Focus Area 5.3: Provide professional development, including emergency drills and simulations which strengthen the response plan at school sites and the District Office, to best prepare staff to respond in the event of a natural disaster or emergency. to best prepare staff to respond in the event of a natural disaster or emergency.

Focus Area 5.4: Continue and expand positive District-wide behavior and intervention systems that actively supports promotes student engagement and academic achievement.

Focus Area 5.5: Assess the needs at each site and implement safety measures to provide a safe and secure setting for all students and staff.

Focus Area 5.6: Provide nutritious and appealing meal choices that support student academic achievement and well-being

District Direction 6: Leadership

An exemplary school district has strong leadership at all levels of the organization that is committed to providing a world-class educational experience for all students and is dedicated to improving student achievement, as well as promoting collaboration and creativity among students, staff, parents, and the community.

Focus Area 6.1: Promote and implement the District's Vision.

Focus Area 6.2: Recruit, hire, and retain the highest quality staff for all positions in the District.

Focus Area 6.3: Provide high quality and relevant professional development opportunities for District leaders to grow and engage in continuous improvement efforts.

Focus Area 6.4: Establish Professional Learning Communities to promote instructional leadership and positive district culture.

Focus Area 6.5: Facilitate stakeholder participation in the decision-making process.

Focus Area 6.6: Celebrate the achievements of all staff and students and work to ensure the acceptance of diverse populations.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Type of surveys:

Students surveys were administered using the Google Forms during the 15-16,16-17 and 17-18 school year.

Parent surveys were administered using Google Forms during the 16-17 and 17-18 school year.

Staff surveys were administered using Google Forms during the 16-17 and 17-18 school year.

Summary of Findings:

Initial results conveyed that students needed extra help from teachers, such as tutoring, one-on-one support, and re-teaching of the content.

Students also expressed that there was a need for counselors to be available for support. Survey also reported that students needed better knowledge of the activities and academic programs available to them.

In 2016-2017, Nogales High School began "Student Voice". Once a month, students are randomly chosen to participate in a school survey. The survey questions were created by K12 Insight and approved by the Leadership Team. The findings from this survey will be shared with the staff at the end of year.

Parent and staff surveys were used during the 16-17 and will continue through the 17-18 school year.

In 2016-17, Nogales High School created School culture/climate surveys. Surveys were available in Spanish and English, and available online. Parents were invited to participate in the survey during Back-To-School Night, Report Card Night, and monthly Parent Nights, as well as on our school website for anytime access.

The findings from the survey are updated/monitored and shared with the Leadership Team, SSC, and staff on an ongoing basis.

Classroom Observations

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

Classroom Observations:

Administrative walk throughs (informal) weekly

Formal observations conducted on a regular and ongoing basis.

Various district classroom walk-throughs.

Teacher focused lessons incorporating Lesson Design.

Summary of findings:

Classroom visits evidenced teachers providing direct instruction and one-on-one support. There is a need for students working in collaborative settings to problem-solve rigorous learning tasks. Nogales High School is focusing on the following areas: 1) Specific Learning Objective, 2) Formative and common assessments 3) Collaboration and communication 4) Danielson Framework.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components. In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Nogales High school is using data from the SBAC benchmark in both Math and ELA. The school will analyze data from district interim assessments, as well as common assessments created by each PLC group.

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

PLCs will create and administer Common Assessments, then collaboratively analyze data in order to modify classroom instruction.

Staffing and Professional Development

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

All teachers and paraprofessionals under Every Student Succeeds Act (ESSA) working in a program supported with funds under this part (Title I) meet applicable State certification and license requirements (California Education Code Section 45330).

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

RUSD teachers and paraprofessionals are to be assigned based on State certification and license requirements. Staff Development is provided at the district and school site level to staff. (California Education Code Section 45330).

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

Professional Development is centered around the Danielson Framework and Lesson Design and AVID strategies, specifically Rigor and Depth of Knowledge.

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

District TOSA's in the areas of ELA, Math, and ELD frequently work with teachers on strategies, CCSS and ELD standards integration, professional development and conduct regular informal observations.

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

Teachers will have multiple opportunities to collaborate with their grade-level teams and PLCs during Late-Start Monday's and some pull-out days.

Teaching and Learning

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

District-Adopted curriculum, texts, and instructional materials are CCSS-aligned and instruction is aligned with CCSS and corresponding SBAC assessments.

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

We are involved in Federal Program Monitoring as a district for instructional minutes and NHS exceeds the requirements.

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

RUSD provides pacing guides for English Language Arts and Mathematics. The pacing guides/calendars are grade specific, aligned to CCSS and the district's assessment calendar. Each program has designed a pacing guide that is aligned with the districts pacing calendar.

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

The school utilizes District-Approved/Supplied standards-based texts and materials in adequate numbers to ensure each student has his/her own set for all classes. Supplemental texts/materials will be acquired using various funding sources, if available; all such material is District-approved.

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

All core courses are aligned to content standards and utilize support materials. As well as Common/ Formative assessments that align with the curriculum.

Opportunity and Equal Educational Access

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

Teachers are providing tutoring after school for underperforming students.. Instructional Aides are provided to assist EL students. AVID classes have several college tutors to assist with a wide range of students.

14. Research-based educational practices to raise student achievement

Daily lessons routinely use: "sponge" activities; direct instruction; use of audio/visual resources to support content; timed sharing of content; peer editing/review of writing assignments; student collaboration with academic research projects and presentations; Costa's level of questioning, Cornell Note taking; choral responses; gallery walks, etc. All English classes have Chrome Carts to support their curriculum.

Parental Involvement

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

School, district, and community resources are available to help low achieving students. Families are willing, but often are unable to provide academic support. The District supports a Family Resource Center that provides a range of services including facilitating the Supplemental Educational Services program and Provider Fairs. Nogales hosts an after school "Community Library" for any community member and provides access to computers, books, and tutoring. We have hired a support person to run the after school library program. As well as hiring an outreach consultant to provide additional support for our families.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Nogales High School maintains an active School Site Council (SSC) in which there is a balance of parents, classroom teachers and other school personnel. The SSC actively participates in the evaluation of data, planning and implementation of the Single Plan for Student Achievement (SPSA).

Funding

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

- A.) Professional Development for teachers with English Learners
- B.) After-school tutoring
- C.) Professional Development Conferences (CABE)
- D.) Classroom Aides to support ELL

18. Fiscal support

General funds are provided from the state and monitored by Rowland Unified School District. Categorical funds are provided by the state and federal governments and are monitored by the School Site Council. Additionally, the district uses funds to provide centralized services such as district-level assessment support, instructional coaches, and translation services.

General funds are provided from the state and monitored by Rowland Unified School District. Categorical funds are provided by the state and federal governments and are monitored by the School Site Council group.

Description of Barriers and Related School Goals

Barriers and Related School Goals

1. The Administrative Team has worked on increasing communication opportunities between the administrators, leadership team, and teachers, by establishing a Leadership Team, staff is encouraged to communicate with the administrators. Also, Friday Updates, newsletters, and Friday phone calls have increased the frequency of communication to all staff. The administration continuously worked on building relationships with the staff.

2. Instructional practice and strategies need to be aligned to the rigor and shifts of California's CCSS, lesson design and 21st Century workplace. Numerous professional development (conferences, district, and site) opportunities are available to the teachers. Teachers will also begin working and collaborating in PLCs, establishing common practices and norms, sharing best practices, and analyzing data and student work.

3. Parent involvement, communication, and collaboration has been increased.

In order to continue an increase in parent involvement and collaborative process, several Parent Nights have been scheduled for this year. Monthly Parent Nights with SSC, ELAC, PIQE , Disciplina Positiva and PTSA will meet. Counselors have offered a total of 6 Parent meetings to present graduation, college, scholarship, and financial aid information. Parents will be invited to participate in their child's academic programs. We also hired a school community liaison to continue to do outreach to our parents and community.

4. 404 students graduated in 2016-17. Course failure rates were particularly high in the following areas: English 9, Algebra 1, Geometry, Biology.

PLCs will begin analyzing their grading scale and grading practices to better align department-wide. PLCs will meet regularly to create common assessments and analyze data. This will lead to a better understanding of best practices, grading, and targeted intervention for struggling students.

Counselors will begin meeting with students who have multiple F's. Intervention counselors will meet with students who are at-risk and struggling to provide one-on-one counseling.

Students will be offered credit-recovery courses, as well as after-school tutoring.

5. 43% of the students were eligible and on-track for a 4-year university.

Master schedule will offer more Honors' and AP courses.

Counselors will ensure that all 9th graders are on-track for a 4-year university, and begin early intervention.

Counselors will meet with students and parents to prepare them for college applications, financial aid, and scholarships.

The AVID program will be revitalized to support our first generation college-going students.

School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	442	438	466	431	425	453	428	422	453	97.5	96.3	97.2
All Grades	442	438	466	431	425	453	428	422	453	97.5	96.3	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2576.7	2614.1	2599.0	14	25	19.21	37	44	42.60	29	21	22.74	19	11	15.45
All Grades	N/A	N/A	N/A	14	25	19.21	37	44	42.60	29	21	22.74	19	11	15.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	24	28.92	55	55	49.45	23	21	21.63
All Grades	22	24	28.92	55	55	49.45	23	21	21.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	42	31.79	50	48	52.76	25	10	15.45
All Grades	25	42	31.79	50	48	52.76	25	10	15.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	17	18.10	65	68	69.76	24	14	12.14
All Grades	11	17	18.10	65	68	69.76	24	14	12.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	28	40	32.67	58	53	52.54	13	7	14.79
All Grades	28	40	32.67	58	53	52.54	13	7	14.79

Conclusions based on this data:

1. 61.8% of the students who took the SBAC met or exceeded the standard.
2. The overall percentage of 11th graders students who meet or exceed the standard on the SBAC Assessment will increase from baseline data of 61% to 66% in 2018
3. The Listening domain indicates the lowest in Above Standard and highest At or Near Standard. Professional development and PLC's are needed to address areas of need.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	442	438	466	427	430	453	426	427	453	96.6	98.2	97.2
All Grades	442	438	466	427	430	453	426	427	453	96.6	98.2	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2540.7	2559.8	2547.5	3	4	4.64	17	23	17.00	30	31	31.13	49	41	47.24
All Grades	N/A	N/A	N/A	3	4	4.64	17	23	17.00	30	31	31.13	49	41	47.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	9	15	9.49	39	37	33.77	52	48	56.73
All Grades	9	15	9.49	39	37	33.77	52	48	56.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	10	10	7.95	55	58	47.24	35	32	44.81
All Grades	10	10	7.95	55	58	47.24	35	32	44.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	7	8	7.06	55	72	66.23	38	20	26.71
All Grades	7	8	7.06	55	72	66.23	38	20	26.71

Conclusions based on this data:

1. 21% Of the students who took the SBAC met or exceeded the standard. An increase in the percentage of 11th graders students who meet or exceed the standard on the SBAC Mathematics Assessment will increase from 21% to 26% by 2018
2. The overall percentage of 11th graders students who meet or exceed the standard on the SBAC Assessment will increase from baseline data of 21% to 26% in 2018.
3. A need for Professional Development on deconstructing and analyzing the different domains of the Mathematics SBAC/CAASPP/common assessments throughout the year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	9	1		31	28	29	43	44	46	8	17	14	10	10	10
10	6	14		32	32	22	34	32	36	14	14	20	14	9	22
11	13	15		40	41	18	22	23	48	7	16	23	19	5	11
12	17	4	5	38	36	21	27	26	41	14	21	23	5	13	10
Total	10	10	1	35	34	23	32	31	43	11	16	19	12	9	14

Conclusions based on this data:

1. Majority of English Learners are at an Intermediate language proficiency.
2. Majority of NHS EL's are at the 9th and 10th grade level.
3. Support for EL's should be focused on mainstream classrooms based on the language proficiency needs.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP.

A. Conditions of Learning

- Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

B. Pupil Outcomes

- Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement

- Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
- Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups is required in both state and federal legislation. Increased emphasis has been placed on it through the adoption of state legislation creating the Local Control Funding Formula (LCFF) and the required Local Control Accountability Plan (LCAP)

Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the school's SPSA.

Guiding Questions for School Site Councils:

- 1) How have parents, community members, pupils, and other stakeholders (e.g. foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the School Site Council to inform the SPSA goal setting process?
- 4) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities? For Title I schools in Program Improvement, include federal priorities.

Metrics

- Star Early Literacy
- K-1 Report Card
- SBAC and SBAC Interim Assessments
- CELDT and Reclassification rate
- Enrollment AP/IB courses
- UC/CSU Required Course Completion
- Enrollment in College and Career Technical Coursework
- Graduation rates
- Curriculum Embedded Assessments
- Common Assessments
- Expulsion Suspension Rate
- Attendance rate

Section 1: Stakeholder Engagement

Description of Involvement Processes Implemented for the SPSA	
Involvement Process	Impact on SPSA
A School Site Council (SSC) is formed each year and is comprised of parents, students, teachers, classified personnel and administration to discuss school-related topics such as academics, culture, budget, and school safety. Stakeholders are encouraged to participate in District-wide committees and informational sessions including the LCFF information sessions.	Input guides site-based decision-making and budgetary decisions, as well as instructional programs.
An English Language Acquisition Council (ELAC) is formed each year that includes a range of stakeholders, and provides input on topics such as parent support, school support, and how to facilitate parent understanding of the school process.	Input on the LCAP/LCFF budget, creation of Parent Institute, and other school-related decisions.
SSC members were provided both qualitative and quantitative data regarding student achievement including, CELDT re-classification scores, EAP results, and AP pass-rates.	Results provided rationale for allotment of Title I, EIA, and etc. Budgets to support student achievement.
Several parent nights are held throughout the year to share information regarding school academic programs, athletics and activities, graduation, college application, and financial aid process. Parents are also informed regarding their child's transcripts and progress towards graduation.	Funds need to be allocated to plan for parent nights.
A Parent-Teacher-School Association (PTSA) is formed each year and meets regularly throughout the school year to discuss major school decisions and as well formulate communication between the school and parents. Our outreach consultant also helps to provide additional support to our PTSA program.	Funds allocated to plan for parent nights and coffee with the principal. Feedback will be received for SPSA.
Increased communication through: school newsletter, coffee with the Principal, Board newsletter, Principal's Friday update, website, parent link, and peach jar.	Increased communication with all stakeholders via our outreach consultant, webpage and social media.
Student, parent, and staff surveys conducted on a regular basis. They are continuous and ongoing..	Needs assessment data for specific school needs and plan.

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:

LCAP GOAL 1: Academic Achievement for All Students: Provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff. Leading to all schools and subgroups to meet or exceed growth targets.

English Language Arts Expected Outcomes:

Grades 3 – 8 Overall – GREEN:

Status = Medium, 2.9 points above level 3

Change = Increased, +8 points

Socio-Economically Disadvantaged – YELLOW:

Status = Low, 17.2 points below level 3

Change = Maintained, +9 points

English Learners – YELLOW:

Status = Low, 23.6 points below level 3

Change = Increased, +9 points

Expected Measurable Outcome: 87% of grade 3 students will be probable readers by Spring 2018

LEA GOAL: All Students will reach high standards, at a minimum, attaining proficiency or better in English Language Arts

School Goal #1 English Language Arts:

Overarching Focus: Curriculum and Instruction

School Goal: Through the process of teacher collaboration, PLC's and professional development, students will be engaged in a rigorous, Common Core based curriculum.

Teachers will collaborate and use research-based instructional strategies in order to improve instruction and raise student achievement.

As a result of this goal, Nogales High School will show evidence the following by the end of the 2018 school year:

- a) An increase in the overall percentage of 11th graders students who meet or exceed the standard on the SBAC ELA/Literacy Assessment will increase by 5%.
- b) Baseline data for 9th and 10th grade will be determined based on District Interim Assessments.
- c) The percentage of students who Exceed Standard on the Reading, Writing, and Research & Inquiry Domain will increase from the baseline data by 5% (Reading: 26%, Writing: 29%, Research & Inquiry: 30%).
- d) The percentage of students who Exceed Standard on the Listening Domain will increase from baseline data by 5% (Listening: 17%).
- e) Fully established PLCs with grade level content area team meetings, PLC agenda & notes, common assessments, data analysis, instructional strategies, and curriculum pacing
- f) Instruction that incorporate Rigor, Listening & Speaking, and Writing.

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?	What will be different / improved for students?
<p>Star Early Literacy and Reading K-1 Report Card Local Assessments</p>	<p>a) 57% of the students who took the SBAC met or exceeded the standard. b) 20% of students Nearly Met the standard and 20% of students did not meet the standard. c) The lowest Domain for ELA was in Listening.</p> <p># of students who failed English 9 = 231; English 10 = 59; English 11 = 25; English 12 = 5.</p>	<p>a) The overall percentage of 11th graders students who meet or exceed the standard on the SBAC ELA/Literacy Assessment will increase from baseline data of 57% to 62% in 2018. b) Baseline data for 9th and 10th grade will be determined based on District Interim Assessments. c) The percentage of students who Exceed Standard on the Reading, Writing, and Research & Inquiry Domain will increase from the baseline data by 5% (Reading: 26%, Writing: 29%, Research & Inquiry: 20%) in 2017. We will frequently revisit and review the data to determine that we are on track to meet our goals. d) The percentage of students who Exceed Standard on the Listening Domain will increase from baseline data by 5% (Listening: 17%) in 2017.</p>	<p>1) Students will be engaged in a collaborative learning environment infused with ample opportunities for listening and speaking; 2) Students will be engaged in rigorous learning tasks (DOK 3 & 4) through research and inquiry regarding relevant content for the real world and work place; 3) Students will be successful in their English courses; as well as implementing ERWC. 4) More students will be taking Honor's and AP courses to prepare them for college 5) Students will be included in their learning progress through goal-setting and frequent feedback through common assessments/formative assessments 6) Students will have opportunities to write various genres across disciplines.</p>

		e) PLC meetings notes regarding common assessments, data analysis, instructional strategies, and curriculum pacing f) Classroom observations	7) Students will have more opportunities to collaborate in classes with Kagan strategies.
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Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	A. Teachers will be sent to conferences throughout the year to support common core and 21st century learning. Professional Development (Learning Opportunities) If Other specify:	DO, administrators, & Teachers	8/14/2017 - 6/1/2018	PD is provided by attendance to conferences Professional Development	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I School Additional Support (SAS)	38,041.00 59,034.00
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	B. Teachers will be provided time to attend Professional Development. As well as put in place intervention supports and structures for students who are having difficulty . Teachers will be provided release time for professional learning to plan curriculum maps, common and formative assessments. Professional Development (Learning Opportunities) If Other specify:	DO, Administrators, PLCs, & Teachers	8/14/2017 - 6/1/2018	Period Release -Substitute Pay Supplies to implement strategies	1000-1999: Certificated Personnel Salaries	School Additional Support (SAS)	60,000.00

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
	C. Due to new technology standards and materials teachers will need access to printing: duplo, toshiba, ink & printers. Teacher will also be provided technological devices (eg. lap tops, ipads or chrome carts, lamination, poster machine paper, repro, printers & Overhead projectors etc) If Other specify:	Administrators	8/14/2017 - 6/1/2018	Equipment and supplies	4000-4999: Books And Supplies	Title I School Additional Support (SAS)	15,000.00 15,000.00
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	D. Increase Research-based Instructional Strategies: Teachers will implement research-based instructional strategies that promote critical thinking, collaboration, communication, creativity, and technology, learned through District professional development, , PLCs, and through district coaches. Planning time and coaching support from district TOSAs If Other specify:	Administration, Teachers and TOSA's	8/14/2017 - 6/1/2018	District funded			
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and	E. District provided PD on Danielson implementation strategies.	Administration, Teachers and TOSA's	8/14/2017 - 6/1/2018	District Funded			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
Special Education Students.	If Other specify:						
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students. All Students	F. Professional Development: The school will provide targeted professional development days during all-staff Late Start. PD will focus on whole staff lesson design and first best Instructional Strategies in the classroom. If Other specify:	Administrati on, Teachers and TOSA's	8/14/2017 - 6/1/2018				
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	G. Provide extended learning opportunities for students to be successful such as after school tutoring and summer school. If Other specify:	administrati on & Teachers	8/14/17-6/1/18	Summer school pay	5000-5999: Services And Other Operating Expenditures	School Additional Support (SAS)	20,000.00
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	H. Nogales Success Academy will provide tiered intervention for at-risk students so that they are back on track to graduation and being college and career ready. They will provide instructional support, tutoring, homework help etc. Effective Instructional Program (Classroom Instruction)	Administrati on, Counselors & Teachers	8/14/2017-6/1/2018	See goal 8			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
	If Other specify:						

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:

LCAP GOAL 1: Academic Achievement for All Students: Provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff. Leading to all schools and subgroups to meet or exceed growth targets

Mathematics Expected Outcomes

Grades 3-8 Overall - GREEN:

Status = Low, 19.1 points below level 3

Change = Increased, +6 points

Socio-Economically Disadvantaged - YELLOW:

Status = Low, 40.2 points below level 3

Change = Increased, +8 points

English Learners - YELLOW:

Status = Low, 40.5 points below level 3

Change = Increased, +7 points

LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics.

School Goal #2 Mathematics:

Overarching Focus: Curriculum and Instruction.

School Goal: Through the process of teacher collaboration, PLC's and professional development, students will be engaged in a rigorous, Common Core based curriculum.

Teachers will collaborate and use research-based instructional strategies in order to improve instruction and raise student achievement.

As a result of this goal, Nogales High School will evidence the following by the end of the 2018 school year:

- a) An increase in the percentage of 11th graders students who meet or exceed the standard on the SBAC Mathematics Assessment will increase from 20% to 25% by 2018.
- b) An increase in 2% of students who "Exceed the Standard" by 2% for each Domain (Concepts & Procedures: 9%. Problem Solving & Modeling/Data Analysis: 7%, and Communicating Reasoning: 6%) in 2017 SBAC CAASPP.
- c) Baseline data will be determined for Algebra 1, Geometry, and Algebra 2 by using the District Interim Assessment (CAASPP's IAB assessments).
- d) Students who meet the college requirements for 3 years of math will increase by 5%
- e) # of students passing Algebra will increase by 5%
- f) NHS has established PLCs and grade-level teams through regular meetings, to discuss the intervention and supports for students. This is proved by PLC agenda notes, common assessments, data analysis, instructional strategies, and curriculum pacing
- f) Instruction that incorporate Listening & Speaking and Rigor through the SMPs (Standards for Mathematical Practice)

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?	What will be different / improved for students?
<p>Math 180 K-1 Report Card X Local Assessments</p>	<p>The baseline indicates that students who Did Not Meet or Nearly Meet the Standard is at 80%. The lowest performing standard was Concept and Procedures with 91% students were below or nearly met the standard.</p> <p># of students who failed Algebra 1 = 329, Geometry = 57; Algebra 2 =134 in the 2016-2017 school year.</p> <p>571 students are enrolled in higher math (higher than Algebra 2) Currently, 394 meet the 3 years of Math requirements for A-G.</p>	<p>a) The percentage of 11th grade students who meet or exceed the standard on the SBAC Mathematics Assessment will increase from 20% to 25% by 2018.</p> <p>b) Students who Exceed the Standard will increase by 5% for each Domain (Concepts & Procedures: 9%. Problem Solving & Modeling/Data Analysis: 7%, and Communicating Reasoning: 6%) on 2017 SBAC CAASPP.</p> <p>c) Baseline data will be determined for 9th and 10th graders by using the District Interim Assessment (CAASPP's IAB assessments) and monitored annually.</p> <p>d) Students who meet the college requirements for 3 years of math will increase.</p> <p>e) Students who pass math classes will increase.</p>	<ol style="list-style-type: none"> 1. Students will be engaged in a collaborative learning environment integrated with many opportunities for listening, speaking and collaboration. 2. Students will be engaged in rigorous learning tasks (DOK 3 & 4) through research and inquiry regarding relevant content for the real world and work place; 3. More students will be enrolled in higher math (Algebra 2 and above) 4. More students will be enrolled in AP courses in 11th and 12th grade, and receive 4's or higher in their AP exams as evidenced by our master calendar. 5. Instruction will incorporate 21st Century thinking skills and relevant content to the real world and workplace. 6. Students will be included in their

		f) PLC meetings notes regarding common assessments, data analysis, instructional strategies, and curriculum pacing g) Classroom observations	learning progress through goal-setting and frequent feedback through common assessments/formative assessments 7. Students will have opportunities to write various genres across disciplines.
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Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	A. Teachers will be sent to conferences throughout the year to support common core and 21st century learning. Professional Development (Learning Opportunities) If Other specify:	Administrators, Teachers and counselors	8/14/2017 - 6/1/2018	Duplicate Amount (See goal 1-A)			
All Students	B. Teachers will be provided time to attend Professional Development. As well as put in place intervention supports and structures for students who are having difficulty . Teachers will be provided release time for professional learning to plan curriculum maps, common and formative assessments. If Other specify:	Administrators, Teachers, TOSA's and counselors	8/14/2017 - 6/1/2018	Duplicate Amount (See goal 1-B)			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students	C. Due to new technology standards and materials teachers will need access to printing: duplo, toshiba, ink & printers. Teacher will also be provided technological devices (eg. lap tops, ipads or chrome carts, lamination, poster machine paper, repro, printers & Overhead projectors etc) Effective Instructional Program (Classroom Instruction) If Other specify:	Administrati on	8/14/2017 - 6/1/2018	(duplicated amount, see Goal #1, C) Supplies needed to implement strategies (duplicated amount, see Goal #1, C)			
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	D. Increase Research-based Instructional Strategies: Teachers will implement research-based instructional strategies that promote critical thinking, collaboration, communication, creativity, and technology, learned through District professional development, , PLCs, and through district coaches. Planning time and coaching support from district TOSAs Effective Instructional Program (Classroom Instruction) If Other specify:	PLCs, & Teachers	8/14/2017 - 6/1/2018	(Duplicated Amount: See Goal #1,D)			
All Students EL, Academically Disadvantaged, Free	E.District provided PD on Danielson implementation strategies.	PLCs, Teachers, & Administrat	8/14/2017 - 6/1/2018	District Funded			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
and Reduced Meals, RFEP,Foster and Special Education Students.	Professional Development (Learning Opportunities) If Other specify:	ors					
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	F. Professional Development: The school will provide targeted professional development days during all-staff Late Start. PD will focus on whole staff lesson design and first best Instructional Strategies in the classroom. If Other specify:	PLCs, & Teachers,	8/14/2017 - 6/1/2018	(Duplicated Amount, See Goal #1, F)			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students. All Students	G. Provide extended learning opportunities for students to be successful such as after school tutoring and summer school. If Other specify:	Administrati on & Teachers	8/14/2017 - 6/1/2018	Duplicate amount, See Goal #1G			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	H. Nogales Success Academy will provide tiered intervention for at-risk students so that they are back on track to graduation and being college and career ready. They will provide instructional support, tutoring, homework help etc.	Administrati on, Teachers & Counselors	8/14/2017-6/1/2018	See Goal 8			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
	If Other specify:						

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:

LCAP GOAL 1: Academic Achievement for All Students: Provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff. Leading to all schools and subgroups to meet or exceed growth targets

English Language Arts Expected Outcomes:

Grades 3 – 8 Overall – GREEN:

Status = Medium, 2.9 points above level 3

Change = Increased, +8 points

Socio-Economically Disadvantaged – YELLOW:

Status = Low, 17.2 points below level 3

Change = Maintained, +9 points

English Learners – YELLOW:

Status = Low, 23.6 points below level 3

Change = Increased, +9 points

Expected Measurable Outcome: 87% of grade 3 students will be probable readers by Spring 2018

School Goal #3 Science:

Overarching Focus: Curriculum and Instruction

School Goal: Through the process of teacher collaboration and professional development, students will be engaged in a rigorous, Next Generation Science Standards based curriculum. Teachers will collaborate and use research-based instructional strategies in order to improve instruction and raise student achievement.

As a result of this goal, Nogales High School will evidence the following by the end of the 2018 school year:

- a) Baseline data in Science will be determined by District Interim Assessments (Fall and Spring).
- c) Students who meet the college requirements for 3 years of Laboratory Science ("D" component) will increase by 5%.
- d) Students who pass Biology and Chemistry will increase by 5%.
- e) Students need Earth Science will decrease by 5%.
- f) Established PLCs and grade-level teams through regular meetings, PLC agenda & notes, common assessments, data analysis, instructional strategies, and curriculum pacing
- g) Instruction that incorporates Listening & Speaking and Rigor

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?	What will be different / improved for students?
<p>X</p> <p>K-1 Report Card</p> <p>Local Assessments</p>	<p>The literacy standards from the ELA SBAC data indicates that students need support in reading expository texts, as well as Writing, Listening skills, and Research & Inquiry in order to be successful in Science.</p> <p>The Mathematics SBAC benchmark data indicates that students need instruction and support in applying concepts and procedures, and problem-solving and conducting data analysis.</p> <p>The correlation between reading and math has shown to affect science test scores.</p> <p># of students who failed Earth Science = 177; Biology = 181; Chemistry 87; A&P 30: in the 2016-2017 School year.</p>	<p>a) Baseline data in Science will be determined by District Interim Assessments (Fall and Spring).</p> <p>b) PLC meeting notes will evidence common assessment with data analysis of student progress.</p> <p>c) Students who meet the college requirements for 3 years of Laboratory Science ("D" component) will increase.</p> <p>e) Students who pass science classes will increase.</p> <p>f) PLC meetings notes regarding common assessments, data analysis, instructional strategies, and curriculum pacing.</p> <p>g) Classroom observations both formal and informal.</p>	<p>1. Students will be engaged in a collaborative learning environment integrated with many opportunities for listening and speaking;</p> <p>2. Students will be engaged in rigorous learning tasks (DOK 3 & 4) through research and inquiry, using textual-evidence and evidence-based answers; Students will also implement skills for problem solving, data analysis, and communicating reasoning through scientific inquiry and research.</p> <p>3. Classroom instruction will incorporate 21st Century NGSS skills and relevant content to the real world and workplace experiences. Science classes will have access to Chromebook carts for additional support in science.</p> <p>4. Students will be included in their learning progress through goal-setting and frequent feedback through common assessments/formative assessments</p> <p>5. Students will be engaged in daily writing to improve their communication skills.</p>

6. Students passing science courses will increase by 5% or more; students meeting college requirements for the "D" requirement will increase.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	A. Teachers will be sent to conferences throughout the year to support common core and 21st century learning. Professional Development (Learning Opportunities) If Other specify:	District, Teachers	8/10/2017 - 6/1/2018	Duplicated amount, see Goal 1, A			
All Students	B. Teachers will be provided time to attend Professional Development. As well as discuss intervention supports and structures for students who are having difficulty. Teacher will be provided release time for professional learning on NGSS to plan curriculum maps and common and formative assessments. If Other specify:	All teachers and administration	8/10/2017 - 6/1/2018	Release Time (Duplicated amount, See Goal 1, B)			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	C. Due to new technology standards and materials teachers will need access to printing: duplo, toshiba, ink & printers. Teacher will also be provided technological devices (eg. lap tops, ipads or chrome carts, lamination, poster machine paper, repro, printers & Overhead projectors etc) Professional Development (Learning Opportunities) If Other specify:	All Teachers & Administrati on	8/10/2017 - 6/1/2018	Extra Duty Pay (Duplicated amount, See Goal #1, C) Supplies needed for implementatio n (Duplicated Amount, See Goal #1, C)			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students. All Students	D. Increase Research-based Instructional Strategies: Teachers will implement research-based instructional strategies that promote critical thinking, collaboration, communication, creativity, and technology, learned through District professional development, , PLCs, and through district coaches. Planning time and coaching support from district TOSAs Effective Instructional Program (Classroom Instruction) If Other specify:	Administrators, TOSA's and teachers	8/10/2017 - 6/1/2018	Duplicated amount: See Goals 1, #D			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	E. District provided PD on NGSS & Danielson implementation strategies. Professional Development (Learning Opportunities) If Other specify:	District and teachers	8/10/2017 - 6/1/2018	Duplicated amount: See Goals 1, E			
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	F. Professional Development: The school will provide targeted professional development days during all-staff Late Start. PD will focus on whole staff lesson design and first best Instructional Strategies in the classroom. Professional Development (Learning Opportunities) If Other specify:	PLCs, Teachers & TOSA's	8/14/2017 - 6/1/2018	Duplicated amount: See Goals 1, F			
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	G. Provide extended learning opportunities for students to be successful such as after school tutoring and summer school. If Other specify:	Administrati on & Teacher	8/14/2017 - 6/1/2018	Duplicated amount: See Goal 1, G			
EL, Academically Disadvantaged, Free and Reduced Meals,	H. Nogales Success Academy will provide tiered intervention for at-risk students so that they are back on track to graduation	Admin, counselors & Teachers	8/14/17-6/1/18	See Goal 8			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
RFEP, Foster and Special Education Students.	and being college and career ready. They will provide instructional support, tutoring, homework help etc. . If Other specify:						

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:

LCAP GOAL 1: Academic Achievement for All Students: Provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff. Leading to all schools and subgroups to meet or exceed growth targets

English Language Arts Expected Outcomes:

Grades 3 – 8 Overall – GREEN:

Status = Medium, 2.9 points above level 3

Change = Increased, +8 points

Socio-Economically Disadvantaged – YELLOW:

Status = Low, 17.2 points below level 3

Change = Maintained, +9 points

English Learners – YELLOW:

Status = Low, 23.6 points below level 3

Change = Increased, +9 points

Expected Measurable Outcome: 87% of grade 3 students will be probable readers by Spring 2018

School Goal #4 Social Studies:

Overarching Focus: Curriculum and Instruction

School Goal: Through the process of teacher collaboration and professional development, students will be engaged in a rigorous, Common Core based curriculum. Teachers will collaborate and use research-based instructional strategies in order to improve instruction and raise student achievement.

As a result of this goal, Nogales High School will evidence the following by the end of the 2017 school year:

- a) Baseline data in Social Studies will be determined by District Interim Assessments (Fall and Spring).
- b) Established PLCs and grade-level teams through regular meetings, PLC agenda & notes, common assessments, data analysis, instructional strategies, and curriculum pacing.
- c) Instruction that incorporate Listening & Speaking and Rigor

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?	What will be different / improved for students?
K-1 Report Card Local Assessments	The literacy standards from the ELA SBAC data indicates that students need support in reading expository texts, as well as Writing, Listening skills, and Research & Inquiry. # of students who failed World History = 53 in 2015-16. # of students who failed US History = 35 in 2015-16.	a) Baseline data in Social Studies will be determined by District Interim Assessments (Fall and Spring). b) SBAC 2018 assessment data, specifically performance task and writing components c) Common assessments d) PLC meetings notes regarding common assessments, data analysis, instructional strategies, and curriculum pacing e) Classroom observations	1) Students will be engaged in a collaborative learning environment infused with ample opportunities for listening and speaking; 2) Students will be engaged in rigorous learning tasks (DOK 3 & 4) through research and inquiry regarding relevant content for the real world and work place; 3) With interventions and supports in place a higher number of students will be successful in their Social Science courses; 4) With supports in place more students will be taking Honor's and AP courses to prepare them for college. 5) Students will be included in their learning progress through goal-setting and frequent feedback through common assessments/formative assessments. 6) Students will have opportunities to write various genres across the disciplines.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students. All Students	A. Teachers will be sent to conferences throughout the year to support common core and 21st century learning. Professional Development (Learning Opportunities) If Other specify:	District, TOSA's & teachers	8/14/2017 - 6/1/2018	Professional Development (PD) Duplicated Amount See goal 1, A			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students. All Students	B.Teachers will be provided time to attend Professional Development. As well as discuss intervention supports and structures for students who are having difficulty. Teachers will be provided release time for professional learning to plan curriculum maps and common and formative assessments. Professional Development (Learning Opportunities) If Other specify:	District, TOSA's & Teachers	8/142017 - 6/1/2018	(Duplicated amount, See Goal #1, B)			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students. All Students	C. Due to new technology standards and materials teachers will need access to printing: duplo, toshiba, ink & printers. Teacher will also be provided technological devices (eg. lap tops, ipads or chrome carts, lamination, poster machine paper, repro, printers & Overhead projectors etc)	PLCs, TOSA's, Admin & Teachers	8/14/2017 - 6/1/2018	(Duplicated amount, See Goal #1, C)			

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
	Effective Instructional Program (Classroom Instruction) If Other specify:						
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students. All Students	D. Increase Research-based Instructional Strategies: Teachers will implement research-based instructional strategies that promote critical thinking, collaboration, communication, creativity, and technology, learned through District professional development, , PLCs, and through district coaches. Planning time and coaching support from district TOSAs Professional Development (Learning Opportunities) If Other specify:	Teachers, TOSA's & Administrators	8/14/2017 - 6/1/2018	(Duplicated amount: See Goals 1, #D)			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students. All Students	E. District provided PD on Danielson's implementation strategies. Professional Development (Learning Opportunities) If Other specify:	Administration, TOSA's & Teachers	8/14/2017 - 6/1/2018	(Duplicated amount: See Goals 1, #F)			
EL, Academically Disadvantaged, Free and Reduced Meals,	F. Professional Development: The school will provide targeted professional development days during all-staff Late	PLCs, Teachers, & administration	8/14/2017 - 6/1/2018				

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
RFEP,Foster and Special Education Students. All Students	Start. PD will focus on whole staff lesson design and first best Instructional Strategies in the classroom. Professional Development (Learning Opportunities) If Other specify:	on					
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	G. Provide extended learning opportunities for students to be successful such as after school tutoring and summer school. If Other specify:	Administrati on & Teachers	8/14/17-6/1/2018	Duplicate amount: See Goal 1 G.			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	H. Nogales Success Academy will provide tiered intervention for at-risk students so that they are back on track to graduation and being college and career ready. They will provide instructional support, tutoring, homework help etc. Effective Instructional Program (Classroom Instruction) If Other specify:	Teacher, Administrati on & Counselors	8/14/17-6/1/2018	see goal 8			

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:

LCAP GOAL 1: Student Achievement for All Students: Provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff. Leading to all schools and subgroups to meet or exceed growth targets

English Learner Equity Report Expected Outcomes:

GREEN:

Status = Medium, 72%

Change = Increase, 2%

Meet or exceed state 19.5% RFEP rate

Meet or exceed state EL Proficiency rate on ELPAC

LEA 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

District Goal: All English learners will increase their English Proficiency by one level for each year in the program leading to reclassification as Fluent English Proficient (FEP) after 6 years. 15% or more of EL students will meet district criteria for reclassification

School Goal #5 English Learner:

Overarching Focus: Interventions & Supports

School Goal: A structured and systematic plan will be employed to ensure the academic needs of all students are being met, including enrichment and intervention strategies.

As a result of this goal, Nogales High School will evidence the following by the end of the 2018 school year:

- a) meet the AMAO 1 benchmark of 62% in 2018;
- b) meet the AMAO 2 (less than 5 years) benchmark of 26% by 2018;
- c) increase AMAO 2 (over 5 years) percentage by 5%;
- d) increase the # of reclassified students from 44 to 56 students.
- e) # of students on-track for graduation and college-eligible will increase by 5%
- f) # of students involved in extra-curricular activities will increase by 10%

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?	What will be different / improved for students?
X ELD Portfolio	From the 2017 Annual CEDLT data. The	a) 2018 annual CELDT data	a) students will be placed in cohort

<p>X</p> <p>Reclassification Rate Local Assessments</p>	<p>majority of students are identified as Early Advanced, and many of the students that are EA or A can be identified for reclassification. The school needs additional, targeted support for English Learners, separately but equally for newcomers, ELs less than 5 years, and ELs more than 5 years. Currently, there are 252 English Learners. 136 of our entire population is considered Fluent English Proficient. 48% of our population is RFEP 918 students are Reclassified and needs to be monitored for four years.</p>	<p>b) number of students reclassified c) ELD portfolio d) EDGE placement tests e) ELPAC in Spring of 2018</p>	<p>mainstream ELD classes. Students will be strategically placed. b) students will meet with counselors on a consistent basis to discuss CELDT data, transcript, and college/graduation requirements. c) LTELs will have the support a regular intervention counselor (in addition to regular counselor access) d) Students will experience research-based instructional strategies that incorporate collaboration to increase academic-based communication skills for EL's. e) An EL task force will work together to make sure all students needs are being met.</p>
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Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	A. Employ a part-time Title I Coordinator to support at risk students, design, implement, and coordinate school's intervention programs. They will evaluate categorical programs, help to provide PD when needed. Interventions to Close Achievement Gaps If Other specify:	Administration, & Title 1 coordinator	8/14/17-6/1/18	District funded	1000-1999: Certificated Personnel Salaries		

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	B. Employ a part-time EL Coordinator to support the EL program, strategic student placement, CELDT and language testing, Federal Program Monitoring, and reclassification of students Interventions to Close Achievement Gaps If Other specify:	Administration and EL Coordinator	8/14/17-6/01/18	.40 Coordinator (.60 Classroom) Dist. Funded			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	C. Instructional support, planning tools, professional development and coaching for ELD and SDAIE teachers. District TOSAS provide additional support for new ELD teachers. Interventions to Close Achievement Gaps If Other specify:	TOSA's & Teachers	8/14/17-6/1/18	District funded			
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	D. Three instructional assistants will provide one-on-one support for newcomer EL's (i.e. support in ELD classes, shadow students, after school support, etc.) Interventions to Close Achievement Gaps If Other specify:	District, EL - Coordinator, Teachers	8/14/17-6/1/18	instructional support	2000-2999: Classified Personnel Salaries	Title I	26,000
						School Additional Support (SAS)	20,000.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	E. Provide iPads, or chrome books, accessories and instructional supplies for English Learners and aides to utilize instructional applications, translation options, and internet. Interventions to Close Achievement Gaps If Other specify:	Administrators, EL - Coordinator, & Teachers	8/14/17-6/01/18	No cost		School Additional Support (SAS)	575.00
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	F. A group of EL students and parents will be attending the Adelante Young Men & Young Woman Conference with our EL counselor and our outreach consultant. Interventions to Close Achievement Gaps If Other specify:	Counselor, outreach consultant	8/14/17-6/1/18	Professional conference and training	5800: Professional/ Consulting Services And Operating Expenditures	Title I	2,000
				professional conference	5800: Professional/ Consulting Services And Operating Expenditures	School Additional Support (SAS)	5,000
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	G. Provide after school tutoring for English Language Learners. Effective Instructional Program (Classroom Instruction) If Other specify:	District coaches, Teachers & Admin	8/14/17-6/1/18	Instructional support	5000-5999: Services And Other Operating Expenditures	Title I	15,000.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	H. Teachers will participate in professional development training and conferences, (Cabe, Kagan etc.) and have release time for planning. Interventions to Close Achievement Gaps If Other specify:	Administration and teachers	8/14/17-6/1/18	Instructional support	5800: Professional/ Consulting Services And Operating Expenditures	Title I	4,000
				Instructional support	5800: Professional/ Consulting Services And Operating Expenditures	School Additional Support (SAS)	5,000
	Interventions to Close Achievement Gaps If Other specify:						

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:

LCAP Goal 3: Communication and Collaborate: The Rowland Unified School District is committed to a culture of collaboration and open, transparent communication to assure accurate, timely information, which will engage, inform, and educate all stakeholders

School progress toward: (1) seeking input from parents/guardians ni school and district decision making; and (2) promoting parental participation in programs.

School Goal #6 Parent Involvement:

Overarching Focus: Structures and Systems.

School Goal: NHS will seek to actively engage parents in their students' learning by providing improved communication and parent outreach strategies for all parents. NHS will work to empower parents to advocate for their children through education, collaboration, communication, and shared decision-making.

As a result of this goal, Nogales High School will evidence the following by the end of the 2018 school year:

- 1) Parents will have various and multiple opportunities to participate in school events and be an active participant in their child's education.
- 2) Nogales High School will increase the number of parent nights for the 2017-18 school year.
- 3) School Culture/Climate survey will be utilized to set benchmark data.

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?	What will be different / improved for students?
<p>X Parent Survey</p> <p>X Needs Assessment</p>	<p>Parents have an unlimited amount of opportunities to participate and collaborate regarding their student's education.</p> <p>Initial informal survey results conveyed that an increase in communication between the school and parents needs to increase.</p>	<p>a) Parent participation will increase through multiple events and opportunities, e.g. Parent Nights, Awards Night, Parent Meetings, Parent classes etc.</p> <p>b) Effective communication venues will be established so that parents have the space and time to express their needs, concerns, and challenges.</p> <p>c) An established parent center will provide an opportunity for parent to collaborate with school staff.</p>	<p>1. Due to increased parent involvement and collaboration, students' holistic educational experience will be impacted.</p> <p>2. Students will be supported academically through a team approach with teachers, counselors, administrators, parents, community liaison and district personnel.</p>

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students. All Students	A. NHS will employ a full-time Community Liaison to manage the Parent Center and communicate with all parents & community, be available for parents during school hours and other various after school events, encourage parent involvement, translate, and meet other school/community needs. This will be monitored by parent participation in school activities. Other If Other specify: Improve School Culture and Climate	Administrator & Community Liaison	8/14/17-6/01/18	Salary +Health & Benefits	2000-2999: Classified Personnel Salaries	School Additional Support (SAS)	45,000
All Students	B. School will host Parent Involvement in Quality Education (PIQE) classes for all parents. Baseline data will indicate that our classes continue to grow and show more of a need for parent classes. Interventions to Close Achievement Gaps If Other specify: Parent and Community Engagement.	Community liaison, & Administration	8/14/17-6/01/18	Start-Up cost includes technology, printing materials, resources, & child-care, etc. technology, printing, material etc.	5800: Professional/ Consulting Services And Operating Expenditures 5800: Professional/ Consulting Services And Operating Expenditures	Title I School Additional Support (SAS)	15,000 10,000.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students	C. The school will provide parenting classes through counselors and Disciplina Positiva classes for parents. We will show in increase in parent participation from last year. Other If Other specify: Parent and community engagement.	Administrators & Community Liaison	8/14/17-6/01/18	Printing cost and materials start up fees	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I School Additional Support (SAS)	5,000 10,000
All Students	D. We will publish programs and brochures for marketing purposes. Other If Other specify:	Administrators, counselor, & Liaison	8/14/17-6/01/18	Printing cost & supplies	4000-4999: Books And Supplies	Title I	5,000
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	E. Parent college Field Trips. Parents will be able to attend college field trips with our community liaison. If Other specify:	Community Liaison, & Administration	8/10/17-6/01/18	field trip, & Travel expenses	5000-5999: Services And Other Operating Expenditures	Title I	2,000.
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education	F. NHS will host monthly parent nights, as well as bi-annual parent and community events.	Administration, counselors, teachers, & outreach consultant.	8/10/17-6/10/18	Start up costs, printing & materials	5000-5999: Services And Other Operating Expenditures	Title I	5,000.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
Students.	If Other specify: community outreach						

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:

LCAP GOAL 5: Student and Staff Safety and Wellness: School and District Plans, educational programs, and operational procedures will promote the health, academic, and personal support and safety of our students and staff.

Suspension Rate Equity Report, California Dashboard

Overall: GREEN
Status: Medium, 2.7%
Change: Declined, -1.2%

Socioeconomically Disadvantaged: GREEN
Status: Medium, 3.2%
Change: Declined, -1.3%

Foster Youth: Fall 2017
Status: Fall 2017
Change: Fall 2017

English learners: GREEN
Status: Medium, 3.4%
Change: Declined, 0.4%

Chronic Absenteeism Equity Report, California Dashboard
Maintain or reduce chronic absenteeism compared to average of previous three years – 6.0%

LEA GOAL 4: All Students will be educated in learning environments that are safe, drug-free, and conducive to learning

School Goal #7 Safety:

Overarching Focus: Interventions and Supports / Programs

School Goal: Students, parents, and staff will collaborate to ensure that Nogales High School (NHS) has a safe and welcoming environment that promotes student safety, academic achievement and involvement in a variety of extra-curricular programs.

As a result of this goal, Nogales High School will evidence:

- a) A decrease in the % of student suspensions by 10%
- b) A decrease in the # of chronic tardies and truanancies by 20%
- c) An increase in the # of students concurrently enrolled in athletics or extra-curricular activities.
- d) An increase in perception data as reported by parents and students.

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?	What will be different / improved for students?
<ul style="list-style-type: none"> X Attendance Rate X Suspension and Expulsion Rate X Discipline Reports 	<p>School Climate Survey data suggested a great need for communication between school and parent/home.</p> <p>16 dropout students in 2016-17. 2016-17 Attendance Rate: 96.2% 7.4% Chronic Absenteeism/Truanancies 143 Discipline Referrals 32% Participation in extra curricular activities 1.4% Suspension rate</p>	<ul style="list-style-type: none"> a) A decrease in the % of student suspensions by 5% b) A decrease in the # of chronic tardies and truanancies by 10% c) An increase in the # of students concurrently enrolled in athletics or extra-curricular activities. d) An increase in perception data as reported by parents and students. e) An increase in school spirit through higher student participation during Spirit Week, Rally's and sporting events f) Admin will review all suspension data on a regular basis. 	<ul style="list-style-type: none"> A) Students will have less interrupted class-time with best first instruction. b) Students will feel connected to their campus/school by being active in extra-curricular activities. c) Weekly reports will be review by Attendance team about chronic Truanancy/absences.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students	A. Promote school culture and climate by providing leadership training and collaboration opportunities for teachers and students in leadership roles (e.g. CADA, LINK Crew conference, teacher Behavior conferences). Admin will continually examine suspension data. Other If Other specify: School Culture and Climate	Administrators, counselors, & teachers	8/14/2017 - 6/1/2018	Leadership Training	5000-5999: Services And Other Operating Expenditures	Title I	5,000.
				Training	5000-5999: Services And Other Operating Expenditures	School Additional Support (SAS)	15,000
All Students	B. Continue to grow our LINK Crew program on campus to promote school culture and Climate, as well as connect underclassmen to extra-curricular activities. If Other specify:	Administrators, teachers & counselors	8/14/2017 - 6/1/2018	Link Crew costs, training and materials.	5000-5999: Services And Other Operating Expenditures	Title I	5,000
				materials and promotion	5000-5999: Services And Other Operating Expenditures	School Additional Support (SAS)	15,000.
All Students	C. NHS will host monthly student recognition events, such as award nights, rally's etc. If Other specify: Build school culture and climate	Administrators, counselors & Teachers	8/14/2017 - 6/1/2018	Printing cost and materials	5000-5999: Services And Other Operating Expenditures	Title I	4,000

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
				Printing, awards & Supplies	5000-5999: Services And Other Operating Expenditures	School Additional Support (SAS)	5,000
All Students	D. NHS will continue the implementation of PBIS school-wide through Multi-tier structure of supports such as classroom behavior matrixes, positive rewards systems, student store, PBIS training and conferences. If Other specify: School Culture and Climate.	Administrators, Teachers, & Counselors	8/14/2017 - 6/1/2018	Start up costs, material and printing. Fees and materials	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I School Additional Support (SAS)	3,500 20,000.
All Students	E. Host school-wide assemblies and rallies to increase school culture. Other If Other specify: Culture and climate	Teachers, Administration & Counselors	8/14/2017 - 6/1/2018	Materials and supplies	4000-4999: Books And Supplies	Title I	8,000.
All Students	F. All students will be provided with a student agenda. Other If Other specify: build school culture	Administrators and Teachers	8/14/2017 - 6/1/2018	Materials and supplies	4000-4999: Books And Supplies	Title I	12,000

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students	G. NHS will hire a consultant to provide school-wide training for teachers, as well as leadership students, in order to promote school culture and climate. Other If Other specify: School Culture and Climate	Administrators, & Teachers	8/14/2017 - 6/1/2018	consultant fees	5800: Professional/ Consulting Services And Operating Expenditures	Title I	22,000.
All Students	H. NHS will host monthly staff recognition and social events to promote culture and climate. Other If Other specify: Build Culture and Climate	Administrators, Leadership Team	8/14/2017 - 6/1/2018	Supplies	5000-5999: Services And Other Operating Expenditures	Title I	5,000

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:

LCAP GOAL 2: College and Career Readiness/21st Century Skills: Increase the percentage of graduates who complete A-G and enroll in AP/IB honors courses; expand and enhance Career Technical Education and STEM courses and activities throughout the District.

Overall Graduation Rate – Exceeds average of past three years: Overall: 87.6% (13-14), 86.0% (14-15), 89.8% (15-16)

Prepared for College (EAP) – Meet or exceed average of prior three years of percentage of grade 11 students college ready on Early Assessment Program (4 on SBAC)

-ELA Overall: 29.3% (33% 13-14, 25% 14-15, 30% 15-16)

-Math Overall: 16.3% (19% 13-14, 15% 14-15, 15% 15-16)

Course Access: Course Enrollment in Advanced Placement Courses Grades 10-12

Meet or exceed average of previous three years – 25.3% (14-15), 27.6% (15-16), TBD% (16-17)

A-G Rate

Meet or exceed average of previous three years – 41.8% (39.6% 2013-2014, 43.1% 2014-2015, and 42.6% 2015-2016)

Score of 3 or higher on AP exam

Meet or exceed average of previous three years

60.2% (485 0 805) students in grades 9-12 scored 3 or higher on AP exam in 2015-2016

LEA GOAL 5: All students will graduate from High School

School Goal #8 College and Career Readiness:

All Four Focus Areas: Curriculum and Instruction, Program, Structures and Systems, and Intervention and Supports

School Goal: Nogales High School will improve students' academic achievement across all disciplines by engaging them in rigorous and relevant learning experiences designed around the Common Core State Standards and focusing on 21st Century skills to prepare them to be college and career ready.

As a result of this goal, Nogales High School will evidence

1. An increase in the % of students completing UC/CSU requirements by 10% and eligible for 4-year universities.
2. An increase in the % of students ready for college according to the EAP exams
3. An increase of % of students enrolled in College Preparatory courses by 10% for 2017 Spring registration
4. An increase in Honors (in 9th and 10th grade) and Advanced Placement (11th and 12th grade) courses offerings as evidenced by the 2016-17 Master Schedule.
5. An increase rigorous program through AP courses, IB Diploma Program courses, CTE, and Nogales Tech courses as evidenced by 2016-17 Master Schedule

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?	What will be different / improved for students?
X Graduation Rate X Honors, AP, and IB enrollment X UC/CSU Completion X CTE Coursework X Local Assessments	In 2016-2017, 418 students were on-track for graduation. For 2017-2018 we will begin to see an increase in the % of students who are on-track for graduation. In 2016-2017, 182 students are A-G eligible. In 2017-2018 We will begin to see an increase in students who are A-G eligible. In 2017-2018 full implementation of CCGI will be in place.	a) NHS graduation rate will increase. b) Students on track for college will increase. c) Students enrollment in Honors, AP, and/or IB courses will increase. d) Students successfully completing Honors, AP, and/or IB courses will increase, # of students scoring "4" or higher on AP/IB exams will increase. e) Pass/Fail rate by grading period.	1. EL and SPED students will have equitable access to college prep courses, as well as on track for graduation. 2. Students will have more AP and Honors course options. 3. Students will be offered a variety of rigorous course of study options. 4. Students will have a variety of CTE course options 5. All students will be aware of their transcripts and college requirements 6. Students will have increased communication from counselors, CCGI and access to their counselors to discuss their course of study, college, credits and financial aid options.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP, Foster and Special Education Students.	A. NHS will employ a freshmen counselor to support 9th grade students. The counselor will help to prepare them to be college and career readiness. The Counselor will help support with students who are having difficulty in their classes. NHS will pay 13% and 87% will be picked up by the district.	Administrators, & Counselors	8/14/17-6/1/18	Certified Staff (Half categorical/ Half district.)	1000-1999: Certificated Personnel Salaries	School Additional Support (SAS)	13,000.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
	If Other specify: College and career readiness						
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	B. NHS will employ an outside consultant to evaluate academic programs and decrease the achievement gap through trainings meeting and conferences. Professional Development (Learning Opportunities) If Other specify: Interventions to close the achievement gap	Administrators, teachers, & Counselors	8/14/16-6/01/17	Professional Development & training for staff	5800: Professional/ Consulting Services And Operating Expenditures	School Additional Support (SAS)	22,000
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	C. NHS will purchase and maintain research software (JSTOR, Destiny, Lan) Interventions to Close Achievement Gaps If Other specify:	Administrators, & Teachers	8/14/17-6/01/17	Programs, and materials	4000-4999: Books And Supplies	Title I	15,000.
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	D. NHS will Launch a STEM academy: Nogales Tech Academy to provide programs, field trips, internships, Stem Symposium and career/college opportunities in the Science, Technology, Engineering and Mathematics areas. Effective Instructional Program (Classroom Instruction) If Other specify:	Administrators, Teachers, & Counselors	8/14/17-6/01/18	Start-Up fees, costs and materials	4000-4999: Books And Supplies	Title I	13,071

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	E. NHS will increase the AP program through teacher professional development, planning and collaboration time, instructional materials, and expanding AP opportunities for students. Effective Instructional Program (Classroom Instruction) If Other specify:	Administration, Teachers & Counselors	8/14/17-6/01/18	Program fees, Materials and Supplies	4000-4999: Books And Supplies	School Additional Support (SAS)	10,000
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students. All Students	F. Grade 9-12 students will participate in college field trips to increase the college - going culture. Other If Other specify: College and career readiness	Administrators, Teachers & Counselors	8/14/17-6/01/18	Field trips, travel expences	5000-5999: Services And Other Operating Expenditures	Title I	5,000
All Students	G. Students and teachers will be provided with instructional technology support and tools: teachers will continue the ED Tech Team to incorporate Schoology, Illuminate, and Google Classrooms. Effective Instructional Program (Classroom Instruction) If Other specify:	Teachers, Administration & Counselors	8/14/17-6/01/17	Supplies, materials and software Supplies, technology	4000-4999: Books And Supplies 4000-4999: Books And Supplies	School Additional Support (SAS) Title I	10,000. 12,000.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	H. Study Smart Tutors will provide SAT tutorials and bootcamps for our students. Interventions to Close Achievement Gaps If Other specify:	Instructors, teachers & Administrators	8/14/17-6/01/18	Program fees and materials	5800: Professional/ Consulting Services And Operating Expenditures	Title I	3,000.
				Program fees and materials	5800: Professional/ Consulting Services And Operating Expenditures	School Additional Support (SAS)	10,000.00
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	I. Nogales Success Academy will provide Multi-tiered intervention for at-risk students so that they are back on track to being college and career ready. The program will provide field trips, social events, and other instructional support (Tutoring, homework help, shirts etc) Interventions to Close Achievement Gaps If Other specify:	Teachers, Counselors & Admin	8/14/17-6/01/18	Program fees and materials	4000-4999: Books And Supplies	Title I	10,000
				Program fees and materials	4000-4999: Books And Supplies	School Additional Support (SAS)	10,000
EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education	J. Teachers will provide an alternative education for students who may be credit-deficient through AVENTA, credit recovery and after- school tutoring.	Teachers & Administration	8/14/17-6/01/18	educational Support system	4000-4999: Books And Supplies	Title I	10,000.

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
Students. All Students	Interventions to Close Achievement Gaps If Other specify:			Educational Support	4000-4999: Books And Supplies	School Additional Support (SAS)	25,000
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEP,Foster and Special Education Students.	K. Library software systems. (3 M. Lib Detections system, Desk top maintenance and replacement equipment) Interventions to Close Achievement Gaps If Other specify:	Librarian, teachers and counselors	8/14/17-6/01/18	Software and supplies update & replace old equipment	4000-4999: Books And Supplies 4000-4999: Books And Supplies	School Additional Support (SAS)	25,000.00
All Students	L. Develop and promote a new College and Career center. If Other specify:	Teacher, Counselors & Administration	8/14/17-6/01/18	Start up fees, supplies and materials.	5000-5999: Services And Other Operating Expenditures	School Additional Support (SAS)	22,400.00
	M. Avid teachers will be provided professional development through AVID conferences. Professional Development (Learning Opportunities) If Other specify:	Administration & Teachers	8/14/17-6/01/18	Conference fee and professional development.	5000-5999: Services And Other Operating Expenditures	School Additional Support (SAS)	25,000.00

Subgroup	LEA/LCAP Key Actions <ul style="list-style-type: none"> • Purchase supplemental materials for CCSS/ELD • Professional Development for CCSS/ELD • Multi-tiered System of Support • Provide Extended Learning Opportunities • Support Services for students 	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
				Description	Type	Funding	Amount
All Students EL, Academically Disadvantaged, Free and Reduced Meals, RFEF, Foster and Special Education Students.	N. NHS will employ a full-time intervention counselor to run the Nogales Success Academy. NHS will pay 87% of his salary and district will pay 13% Interventions to Close Achievement Gaps If Other specify:	Administrati on, & counselors	8/14/17-6/01/18	Certificated Salary	1000-1999: Certificated Personnel Salaries	Title I	80,000
All Students	If Other specify:						
All Students	If Other specify:						
All Students	If Other specify:						

Additional School-Wide Program (SWP) Required Components

If a required component has already been addressed in the plan, indicate on what page(s) the description can be found.

If a required component has not yet been addressed in the plan, provide a description of how the school will implement the component in the appropriate box below.

Required SWP Components	Addressed on page(s)
<p>A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children (if applicable) that is based on information which includes the achievement of children in relation to the State academic content and achievement standards</p> <p>Description:</p>	<p>17-23; 28; 37; 46; 55</p>
<p>School-wide reform strategies that:</p> <ol style="list-style-type: none"> 1. Provide for opportunities for all children to meet the state’s proficient/advanced levels of academic achievement 2. Use effective methods and instructional strategies that are based on scientifically based research that: <ol style="list-style-type: none"> a. Strengthen the core academic program in the school b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and c. Include strategies for meeting the educational needs of historically underserved populations 3. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the SWP, which may include— <ol style="list-style-type: none"> a. Counseling, pupil services, and mentoring services; b. College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and c. The integration of vocational and technical education programs; and Address how the school will determine if such needs have been met. 4. Are consistent with, and are designed to implement, the State and local improvement plans, if any. <p>Description:</p>	<p>28-66; 89-98</p>
<p>Instruction by highly qualified teachers. Rowland Unified School District has 100% highly qualified teachers.</p> <p>Description:</p>	

<p>100% of our teachers are highly qualified with their CLAD certificate. Those who are not have been made aware and have until the end of the school year to become highly qualified.</p>	
<p>High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.</p> <p>Description: Rowland Unified School district is committed to providing quality professional development for the classified and certificated staff. Multiple times per year, classified staff is provided with instructional-based PD through the district office, in addition to any PD offered by the site. Certificated staff have year-long professional development in Common Core (grade and content level), English Language Development, Interim Assessments, Content Level Pacing, K-1 Report Cards, Data Analysis, SBAC, as well as opportunities to work in smaller settings for more specialized professional development with instructional coaches, in addition to the Professional Learning Communities at the site level, which is supported by the district.</p>	<p>28-9; 37-8; 46-7; 55-6</p>
<p>Strategies to attract high-quality, highly-qualified teachers to high need schools.</p> <p>Description: The district offers a competitive salary and all job vacancies are announced on Edjoin.</p>	<p>44; 53</p>
<p>Strategies to increase parental involvement, such as family literacy services.</p> <p>Districtwide parents participate in the District English Learner Advisory Council (DELAC) ; English Learners Advisory Council (ELAC);School Site Council, LCAP Advisory Council, LEA Advisory Council; PTA; and PTSA. In addition school sites have additional parent trainings that are based on parent needs. Schools provide several types of engagement opportunities for parents to increase participation rates</p> <p>Description: NHS has community liaison to provide outreach and support to parents and promote parent involvement.</p>	<p>72-7</p>
<p>Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs (if applicable).</p> <p>Description: N/A</p>	
<p>Measures to include teachers in decisions regarding use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.</p> <p>Description: RUSD teachers are very involved in decisions regarding use of academic assessments, through committees such as the K-1 Assessment Committee, the Pacing Committee, the Math Fluency Group, and the ELD Portfolio Committee.</p>	<p>28-30; 37-39; 46-47; 55-57</p>

<p>Activities to ensure that students who experience difficulty mastering the proficient/advanced levels of academic achievement standards shall be provided effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.</p> <p>Description: 100% Of teacher are involved in a rigorous PLC program to insure all data is being addressed.</p>	<p>81-7</p>
<p>Coordination and integration of Federal, State and local services and programs, including programs supported under, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>89-99</p>
<p>Description of how the school will provide individual student academic assessment results in a language parents understand, including interpretation of results.</p> <p>Rowland Unified District has four translators at the district office that provide translation and interpretation services for parents. In addition schools have bilingual employees that provide interpretation and translation for parents</p>	<p>72-6</p>

Title I Mandated Parental Involvement Activities

District's Mandated Parental Involvement Set-Aside	
School's Mandated Parental Involvement Set-Aside	

Required Activities	Action Steps	Expenditures What related costs, if any, are needed to implement the action(s)? (e.g. materials, equipment, positions, contracts, etc.)	Funding What are the estimated costs per item and what funding source(s) will be utilized?
Holding an annual meeting, for all parents of participating children, at a convenient time, to inform them of the policy, their rights under Title I, and how they can be involved in the planning, review, and improvement of Title I programs in the school.	School will host monthly Parent Nights that include PIQE, ELAC &, LTEL meetings, PTSA meetings, School Site Council, Awards night, Report-Card Night, Back-to-School Night, College/Financial Aid, and Grade-Level meetings.	EL Coordinator LTEL/Intervention Counselors Parent Nights Parent Meetings	\$80,000 - Title 1 \$15,000 - Title 1 \$2,000 - Title 1
Offering a flexible (i.e., morning and evening) number of meetings	School will host Monthly Parent Nights so parents can attend several or all meetings in one evening	Parent Nights include childcare, refreshments, materials, printing, supplies, etc.	\$2,000.00
Involving parents in the planning, review, and improvement of programs (including parental involvement policy and Title I schoolwide program plan)	Parents will be invited to participate in the SSC, ELAC, PTSA, PIQE and Booster Parent to be involved in the school planning process.	same as above.	same as above.
Providing parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement	Parents will be informed of WASC and SPSA through the SSC, ELAC, and PTSA venues.	same as above.	same as above.
Joint development of a school-parent compact that describes the school's and parents' responsibility to support student academic achievement	Parents will sign the Parent-School compact at the beginning of each school year and SSC will revise the Parent-School compact yearly.	None	None
Assisting parents to understand topics such as content and achievement standards, state/local assessments, Title I requirements, how to monitor their child's progress, and work with educators to improve the achievement of their child	The Counseling Department will host 6 Parent Nights to share information regarding graduation, college information, scholarship, and financial aid, as well as	Parent Meetings.	\$2,000 - Title 1 see above.

Required Activities	Action Steps	Expenditures What related costs, if any, are needed to implement the action(s)? (e.g. materials, equipment, positions, contracts, etc.)	Funding What are the estimated costs per item and what funding source(s) will be utilized?
	communicate students' transcript and program information.		
Providing materials/training to help parents work with their children (e.g., literacy training, using technology, etc.)	School will launch Parent Education nights through PIQE and Disciplina Positiva. Information will include topics such as parent orientation, parent involvement, community resources, monitoring student progress, drug prevention, Common Core, college readiness, and Closing the Achievement Gap.	PIQE program	\$15,000
Educating staff, with the assistance of parents, on how to reach out to, communicate with, and work with parents as equal partner.	School will launch Parent Education nights including Counselors PIQE, SERVE and Disciplina Positiva. Information will include topics such as parent orientation, parent involvement, community resources, monitoring student progress, drug prevention, Common Core, college readiness, and Closing the Achievement Gaps.	same as above.	same as above.
Coordinating/integrating parent involvement activities with pre-school programs and conducting activities that encourage/support parents in fully participating in the education of their child	School will launch Parent Education nights through PIQE and Disciplina Positiva. Information will includes topics such as parent orientation, parent involvement, community resources, monitoring student progress, drug prevention, Common Core, college readiness, and Closing the Achievement Gaps.	same as above	same as above
Ensuring that information/reports are sent/provided to parents in a format/language that parents understand	School will communicate with families to share progress and important information with parents and community through Friday	None	None

Required Activities	Action Steps	Expenditures What related costs, if any, are needed to implement the action(s)? (e.g. materials, equipment, positions, contracts, etc.)	Funding What are the estimated costs per item and what funding source(s) will be utilized?
	TeleParent, letters home, AERIES, Parent link, REMIND.com, quarterly newsletter, website. Communication will be done in both English and Spanish.		
Providing support for parental involvement activities as parents request	Parent School Climate Survey will be administered to gather a needs assessments during different parent nights.	K12 Insight	Same as above
Providing opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory parents	Five ELAC meetings will be held for parents in English and Spanish. All parent nights will be held in English and Spanish so that parents with limited English proficiency may participate.	Parent Nights.	Same as above

Title I School-Level Parental Involvement Policy

Nogales High School has developed a written Title I parental involvement policy with input from Title I parents. *[Describe how the school developed the policy with parent input.]* It has distributed the policy to parents of Title I students. *[Describe how the school distributes the policy.]* The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118 (b-f)].

Involvement of Parents in the Title I Programs

To involve parents in the Title I program at Nogales High School, the following practices have been established:

<p>The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. <i>[Briefly describe or bullet how this happens at your school.]</i></p>
<p>Nogales High School will host monthly Parent Nights that include ELAC meetings, LTEL meetings, PTSA meetings, School Site Council, Award nights, Report-card nights, Back-to-School night, College/Financial Aide nights and workshops, as well as Grade-Level meetings.</p>
<p>The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. <i>[Briefly describe or bullet how this happens at your school.]</i></p>
<p>Parent surveys have determined that evening is the best time for meetings. Therefore, all meetings will be held between 3:30-8:00 PM. However, we will continue to provide morning classes as well for parents who need to attend in the mornings.</p>
<p>The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. <i>[Briefly describe or bullet how this happens at your school.]</i></p>
<p>NHS will host Monthly Parent nights to gather parent input, as well as weekly Teleparent and memos will be sent home.</p>
<p>The school provides parents of Title I students with timely information about Title I programs. <i>[Briefly describe or bullet how this happens at your school.]</i></p>
<p>NHS will host Parent nights to gather parent input, as well as weekly Teleparent and memos will be sent home. Parents will be given opportunities to take our Parent survey during report card night, PTSA, PIQE meeting etc.</p>
<p>The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. <i>[Briefly describe or bullet how this happens at your school.]</i></p>
<p>Monthly Parent nights will be held to gather parent input, as well as weekly Teleparent and memos will be sent home. Counselors will hold a total of 6 parent meetings regarding students' academic, transcripts, on-track for graduation, college-eligibility, and resources. All information will be made available on the school website as well as through our community liaison.</p>
<p>If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. <i>[Briefly describe or bullet how this happens at your school.]</i></p>

Nogales High School will monthly Parent Nights that include ELAC meetings, LTEL meetings, PTSA meetings, PIQE, School Site Council, Award nights, Report-card nights, Back-to-School night, College/Financial Aide nights and workshops, as well as Grade-Level meetings.

Shared Responsibilities for High Student Academic Achievement

Nogales High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required terms, as well as other items suggested by parents of Title I students. [Describe how the school developed the compact with parent input.]

The school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards. *[Briefly describe how the school provides high-quality curriculum and instruction]*

Nogales High School provides high quality instruction based on state-adopted curriculum.

The ways parents will be responsible for supporting their children’s learning. *[Describe how parents help support learning at your school]*

Parents support students learning by the following: making sure they get a good night's sleep, maintaining good attendance, arriving at school on time every day, providing a suitable place to study, encouraging him/her to complete their homework, and spending at least 15 minutes per day reading with their child.

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; reports on student progress; reasonable access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities. *[Briefly describe how ongoing communication happens at your school]*

At Nogales, some of the ways parents and teachers communicate are through, Homelink, NHS website, parent meetings, activities calendar, Back to School Night, Parent-Teacher Conferences, 6-Week Progress Reports, automated calls home, parent visits to the classroom, emails/voicemail, Attendance Review Meetings, the community liaison and the Family Resource Center.

Parents are welcome to provide input to the School-Parent Compact at any time. *[Describe when revisions were made for this year’s School-Parent Compact]*

Parents on the School Site Council provided input to the School-Parent Compact at the October, 2017 meeting.

School-Parent Compacts are distributed to parents and/or students in various ways. *[Describe how the school distributed the School-Parent Compacts for this school year]*

School-Parent Compacts have been distributed to parents in registration packets at the beginning of the school year.

Building Capacity for Involvement

Nogales High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the

achievement of their children. *[Describe how the school provides this assistance]*

Teachers introduce academic content standards at Back to School Night, as well as go over individual assessment results and achievement goals for students at annual Parent Conferences. Monthly Parent nights, PIQE and our counselors will hold meetings to help parents understand the State's academic content standards, assessments, and how to help their children.

The school provides Title I parents with materials and training to help them work with their children to improve their children to improve their children's achievement. *[Describe how the school provides parents with materials and training]*

NHS will conduct various parent events throughout the school year to help parents gain skills to work with their children at home.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *[Describe how the school works with staff and parents]*

School leadership works with Title I parents through School Site Council, ELAC and our community outreach liaison.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of the children. *[Describe how the school integrates the Title I parental involvement program with other programs]*

The school will coordinate, PIQE classes and other parent involvement programs and other activities when possible.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and, to the extent practicable, language that the parents understand. *[Describe how information is sent to parents]*

NHS hosts a variety of parent meetings, activities and classes to help parents/guardians learn about child/adolescence development.

The school provides reasonable support for parental involvement activities requested by Title I parents. *[Describe how your school provides support for requested parental involvement activities]*

NHS has a community liaison who will reach out to parents and provide them information on parent involvement activities.

Accessibility

Nogales High School provides full opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports in a format and, to the extent practicable, language that parents understand. *[Describe how the school provides these opportunities]*

All forms/flyers are sent home, placed on the school website and peach jar in English and Spanish, as well as any other language if the school population correspondence language is 15% or more. Flyers may be sent home with students, and/or mailed home through US mail. Automated calls home to parents are also made in English and the home language. The school has a marquee in the front of the school, as well as a website. Translation services are provided for most languages needed. Transportation and/or home visits can be arranged as needed. Childcare is provided.

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement. **The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

School-Parent Agreement Compact

School-Parent Compact

Challenger Middle 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) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2017-2018.

Required School-Parent Compact Provisions

<u>School Responsibility:</u>	We understand the importance of a quality education for every student and our role as educators and positive role models. AS EDUCATORS WE WILL BE RESPONSIBLE FOR THE FOLLOWING: <ul style="list-style-type: none">• Providing a challenging instructional program which addresses the needs of each student.• Maintaining high expectations for students and ourselves.• Creating a safe, positive and healthy learning environment.• Communicating and working with families to support student learning.• Respecting the cultural uniqueness of students and their families.
<u>Student Responsibility:</u>	AS A STUDENT I WILL BE RESPONSIBLE FOR THE FOLLOWING: <ul style="list-style-type: none">• Coming to school on time and prepared to learn.• Completing and doing my best on all homework and other school assignments.• Respecting and cooperating with other students and adults at school.• Following all class and school rules.• Coming to class on time.• Be prepared with all materials and supplies needed.
<u>Parent Responsibility:</u>	I understand that education is important to me and that I am the one primarily responsible for my own success. AS A PARENT I WILL BE RESPONSIBLE FOR THE FOLLOWING: <ul style="list-style-type: none">• Providing supplies and a quiet place for schoolwork to be done.• Supporting the school's homework, discipline and attendance policies.• Monitoring my student's academic progress.• Attending parent conferences, back to school nights and other appropriate school activities.

- Providing adequate nutrition and rest for my child.
 - Encouraging and motivating my student to work up to his/her potential.
 - Attending community meetings for parents hosted by Nogales teachers and staff.
- I understand that my participation in my child's education will help his/her achievement and attitude.

Student	_____	Date	_____
Parent	_____	Date	_____
School Official	_____	Date	_____

School Site Federal and State Budget

State Programs	Allocation
School Additional Support (SAS) Purpose: The new Local Control Funding Formula creates base, supplemental and concentration grants in place of most previously existing K-12 funding streams.	\$477,009
Total amount of state categorical funds allocated to this school	\$477,009

Federal Programs under No Child Left Behind (NCLB)		Allocation
X	Title I, Part A: Improving the Academic Achievement of the Disadvantaged <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas.	\$344,612
	Parent Involvement (1% Title I Entitlement – Carryover not included)	\$7,737
X	Professional Development (10% of Site Allocation, Requirement for PI)	\$0
	Central Office	\$0
	Indirect Costs	\$0
Other Federal Funds (list and describe):		\$
Total amount of federal categorical funds allocated to this school		\$344,612

Total amount of state and federal categorical funds allocated to this school	\$821,621
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Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Additional Support (SAS)	477,009.00	0.00
Title I	344,612.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
School Additional Support (SAS)	477,009.00
Title I	344,612.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	15,000.00
1000-1999: Certificated Personnel Salaries	153,000.00
2000-2999: Classified Personnel Salaries	71,000.00
4000-4999: Books And Supplies	195,071.00
5000-5999: Services And Other Operating Expenditures	268,975.00
5800: Professional/Consulting Services And Operating	98,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	School Additional Support (SAS)	20,575.00
	School Additional Support (SAS)	15,000.00
1000-1999: Certificated Personnel Salaries	School Additional Support (SAS)	73,000.00
2000-2999: Classified Personnel Salaries	School Additional Support (SAS)	45,000.00
4000-4999: Books And Supplies	School Additional Support (SAS)	90,000.00
5000-5999: Services And Other Operating	School Additional Support (SAS)	181,434.00
5800: Professional/Consulting Services And	School Additional Support (SAS)	52,000.00
1000-1999: Certificated Personnel Salaries	Title I	80,000.00
2000-2999: Classified Personnel Salaries	Title I	26,000.00
4000-4999: Books And Supplies	Title I	105,071.00
5000-5999: Services And Other Operating	Title I	87,541.00
5800: Professional/Consulting Services And	Title I	46,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	320,471.00
Goal 2	
Goal 3	
Goal 4	
Goal 5	77,575.00
Goal 6	97,000.00
Goal 7	119,500.00
Goal 8	207,075.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Yousef Nasouf	X				
Karen Clifford			X		
MaryLou Sagala Riddle		X	X		
Nora Placencia			X		
Leo Manso		X			
Clay Woodside		X			
Ulysses Ramos			X		
Silvia Buenrostor				X	X
Sara Serrano				X	X
Jane Richie				X	X
William Harrison				X	
Monica Martinez			X		
Regena Gomez					X
Benjamin Filio					X
Elena Amador					X
Mario Gerrido					X
Numbers of members of each category:	1	4	1	3	3

Recommendations and Assurances

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

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

X English Learner Advisory Committee

_____ Signature
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 October 12, 2017.

Attested:

Mr. Yousef Nasouf

Typed Name of School Principal

Signature of School Principal

Date

Benjamin Filio

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

English Learner Advisory Committee Members

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	Delac Parent*
Rosa Rodriguez			X
Alicia Hernandez			X
Sandra Figueroa		X	
Victoria Camacho		X	
Yousef Nasouf	X		
Numbers of members of each category:	1	2	2

* Note: If the School Site Council (SSC) and the ELAC Committee are separate, please complete both the SSC member list and the ELAC member list. Please identify the ELAC parent serving as the District English Learner Committee representative (DELAC) on the ELAC list.