

The Single Plan for Student Achievement

School: Boynton High School
CDS Code: 43 69401 4330718
District: Campbell Union High School District
Principal: Sarah Thomas
Revision Date: April 2017

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

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

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The District Governing Board approved this revision of the SPSA on May 18th, 2017.

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School Vision and Mission

Boynton High School's Vision and Mission Statements

The Mission of Boynton High School is for staff members, students, parents and community members to work together to create a safe environment recognizing individual differences and celebrating cultural diversity, and to create a standards-based curriculum using instructional strategies which enable all students to utilize their talents for success in life.

School Vision Statements

- * all students make progress toward graduation, social responsibility and career goals
- * differentiated instructional practices are aligned with adopted content standards
- * assessment is aligned with standards and includes multiple measures
- * cultural and individual differences are acknowledged, accepted and celebrated
- * powerful teaching and learning are recognized and acknowledged
- * parents, community members and students share responsibility in making progress
- * trust is established between staff members, students and adults
- * communication is open and honest

School Profile

Boynton High School is the alternative/continuation school serving the students attending the five traditional schools in the Campbell Union High School District. Students attending the five traditional schools primarily reside in the cities of Campbell and San Jose 's Westside. A small number of the students live in Los Gatos and Saratoga. The alternative programs offered to the just over 200 (peak enrollment) students at Boynton include the continuation high school and the district independent study program. The students in the district home and hospital program and the district middle college program register through Boynton, but they do not attend classes on the Boynton campus.

Boynton has been an accredited school since its beginning, in the 2002/03 school year. The curriculum is based on the Common Core Standards and instructional strategies meet the needs of continuation high school students. During the 2012 WASC training, the WASC Leadership Team soon realized that many of the ESLRs written in 2008 were outdated. After the initial meeting, the Leadership Team began working on the school's new School Wide Learning Outcomes (SLOs). Once the Leadership Team wrote a draft of the new Student Learning Outcomes, they were shared during a staff meeting on January 16, 2013 and now read as follows:

Student Learning Outcomes

Problem Solving:

Students will be able to demonstrate higher-order thinking skills.

Students will:

analyze data, form a hypothesis, test the hypothesis, re-evaluate

demonstrate the ability to solve problems in more than one way

demonstrate the ability to synthesize and evaluate what they learn at school and incorporate it into their daily lives

Communication Skills:

Students will effectively express themselves in writing for a variety of audiences and purposes, and be able to speak confidently to substantiate a position.

Students will:

write a logical, coherent, focused essay that includes evidence and is free of spelling and grammatical errors

use creativity in writing poems, short stories, lyrics, etc.

state a position and defend it in a logical fashion with evidence

clearly present ideas orally through a speech, presentation, or debate

demonstrate an ability to communicate non-verbally

Technology Skills:

Students will be able to effectively use a variety of technologies and comprehend and use technological materials.

Students will:

demonstrate competence in the use of computers and other technologies

demonstrate competence in a variety of software programs

navigate and evaluate the information on the Internet

Social Responsibility:

Students will demonstrate personal responsibility, as well as participate in their community.

Students will:

attend school 85% of the time

be in the classroom when the tardy bell rings 85% of the time

accept the consequences of their actions as measured by a reduction in discipline referrals

complete homework and in-class assignments on-time

register to vote

apply to be counselors at Camp Campbell/Walden West

participate in school-wide projects sponsored by the members of the leadership class

help maintain a clean and orderly campus

Respect Diversity:

Students will recognize and accept the cultural, ethnic, and lifestyle diversity of all people.

Students will:

share their cultures with various students through written and oral opportunities

demonstrate awareness and acceptance of ethnic, cultural, and lifestyle differences through classroom discussions, classroom projects, and informal conversations

create and/or display artwork, poetry, etc. which represents their own cultural identity

attend and participate in the Multicultural Days

refrain from derogatory "name calling"

Graduation Requirements:

Students will be able to demonstrate the skills required for a high school diploma.

Students will:

earn all credit in all courses

demonstrate proficiency in all courses by passing standards-based, teacher-made assessments

College and Career Readiness:

Students will explore a post-high school path for themselves and the various ways to meet their goals.

Students will:

attend the career day

research and evaluate college and training options for their career goals

prepare appropriate materials for their post-high school plan, including a resume, college applications, and the FAFSA

attend appropriate seminar and exploration options, such as completing work in the Bridge Program, community college campus visits, and college/training workshops

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).

California Healthy Kids Survey was given to students and parents in the fall of 2016. Students say they feel safe and connected to the school. The indicators that we need to address are student substance abuse and depression. Parents indicate they feel welcome to participate at our school. The school facilities are clean and well maintained. The school environment motivates their students to learn and has adults that really care about them. Parents survey results indicate that they are unaware of the high risk behaviors related to student substance use.

Classroom Observations

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

Rounds	Number of Rounds	Site Team & District Team	
		Number of Classrooms Visited	Total Classrooms Visited
Fall 2015	2	7	7
Spring 2016	1	4	4
Fall 2016	3	12	12
Spring 2017	1	4	4

District led instructional rounds with outside education partners as support. This school year, Boynton rounds have also included teacher leaders.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

SBAC and CELDT scores are available to teachers. In 2016/2017 students also participated in the CAASPP Interim English Assessment. English Learners across the Campbell Union High School District were given an assessment in English classes to determine their eligibility for reclassification.

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

Grade print outs are distributed to every teacher each grading period and are reviewed with department and/or administration. The focus is on student mastery of content therefore teachers need to reevaluate their teaching and instruction frequently.

Staffing and Professional Development

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

This is completed through the Human Resources Department at the District Office

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

This is completed by the Director of Curriculum and Instruction at the District Office

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

Professional development days and collaboration days are made available to all teachers, with an additional two days being provided to teachers new to the district. Multiple professional development opportunities are available to all teachers through district-offered courses, conferences and seminars. Site-specific offerings are also made available.

Boynton staff implements professional development based on the needs of the WASC action plan and the Campbell Union High School District's Local Educational Agency (LEA) plan. Student learning and student success is the central focus of both of these documents. Boynton High School teachers, through the direction of site and district administration, will continue implementing the Common Core Curriculum.

Other areas of professional growth opportunities include: Aeries database training; use of School Loop as a communication tool; AVID strategies; QTEL training and instructional rounds. Instructional strategies are an important part of staff discussions and professional growth.

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

District Office provides ongoing training on QTEL strategies, professional development on new book adoption in areas of Math and English.

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

Our English department meets once a month. Meetings include data analysis, assessment practices and department goals in accordance to our plan. We have school wide collaboration once a month in which focus has been on QTEL strategies, classroom management, growth mindset and grading system analysis.

Teaching and Learning

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

This is done by the District Office

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

NA

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

NA

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

Made available by the District Office

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

Provided by District Office

Opportunity and Equal Educational Access

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

Boynnton is Campbell Union High School District's alternative education option.

14. Research-based educational practices to raise student achievement

QTEL strategies and support, Growth Mindset work, SDAIE and AVID strategies

Parental Involvement

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

Back to School Night, Parent Information meetings, Mandatory Student & Parent orientation, ELAC and DELAC meetings.

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)

Boynton High School offers a variety of opportunities for parent involvement through volunteerism. Parents may become members of the English Learner Advisory Committee (ELAC) or the school site council. Other volunteer opportunities include chaperoning field trips, helping with the annual career fair, district art show, multicultural day or prom. There are also several parent education nights offered throughout the school year. For more information, please contact Sarah Thomas, principal, or Bunny Hecht, principal's secretary, at (408) 626-3404.

Funding

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

NA

18. Fiscal support (EPC)

NA

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	133	143	110	129	101	127	82.7	87.6
All Grades	133	143	110	129	101	127	82.7	87.6

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2497.5	2541.1	6	13	5	28	33	20	48	39
All Grades	N/A	N/A	6	13	5	28	33	20	48	39

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	9	24	50	44	42	31
All Grades	9	24	50	44	42	31

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	20	32	33	61	47
All Grades	7	20	32	33	61	47

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	3	17	43	56	54	28
All Grades	3	17	43	56	54	28

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	9	20	50	46	42	33
All Grades	9	20	50	46	42	33

Conclusions based on this data:

1. In all categories, reading, writing, listening and research we had a significant increase in students scoring above standard. However, we still have the majority of our students scoring below standard. We need to continue to fill in the gaps in student's ELA skills and literacy.
2. Boynton's data is not cohort data due to the nature of its fluid student enrollment.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	133	143	111	128	109	127	83.5	88.3
All Grades	133	143	111	128	109	127	83.5	88.3

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2464.2	2512.2	2	8	7	17	14	13	75	63
All Grades	N/A	N/A	2	8	7	17	14	13	75	63

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	17	12	16	82	67
All Grades	6	17	12	16	82	67

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	10	39	44	59	46
All Grades	2	10	39	44	59	46

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	3	12	50	47	47	41
All Grades	3	12	50	47	47	41

Conclusions based on this data:

- In all categories, concepts, problem solving and reasoning we had a significant increase in students scoring above standard. However, we still have the majority of our students scoring below standard. We need to continue to fill in the gaps in student's Math skills and concepts.
- Boynton's data is not cohort data due to the nature of its fluid student enrollment.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
11		56	11	44	22	67	56	22	11						11
12	27	44	31	41	50	47	23	6	19	9		3			
Total	19	47	27	42	44	51	32	9	17	6		2			2

Conclusions based on this data:

1. Boynton's data is not cohort data. It is difficult to make conclusions without knowing they are likely not the same students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
11		50	18	44	30	55	56	20	18						9
12	27	44	31	41	50	47	23	6	19	9		3			
Total	19	45	28	42	45	49	32	9	19	6		2			2

Conclusions based on this data:

1. Boynton's data is not cohort data. It is difficult to make conclusions without knowing they are likely not the same students.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Instruction that engages all students equitably
LEA/LCAP GOAL:
Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction by investing in targeted professional development, instructional technology, effective interventions and supports for students, and 21st Century skill development. <ul style="list-style-type: none">o CA Dashboard English Learner Progress Indicator - maintain a performance level of Greeno SBAC % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 76% and math = 53%o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 58% and math = 25% for Latino Studentso SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 55% and math for Low Income Students = 26%o SBAC/EAP % Meets/Exceeds (EAP Conditionally College Ready) in ELA = 9% and math for English Learners = 12%o English learner performance on CELDT Criterion (Growth or English Proficient) = 49%o English Learner Reclassification Rate = 23%o Students agreeing that they do meaningful work at school on the school climate survey = 40%
SCHOOL GOAL #1:
<ul style="list-style-type: none">o Increase % Proficient in Math on CAASP Exam by 3% (from 9% to 12%)o Increase % Proficient in ELA on the CAASP Exam by 3% (from 12% to 15%)o Increase % Proficient for Latino subgroup in Math on the CAASP Exam 3% (from 4% to 7%)o Increase % Proficient for Latino subgroup in ELA on the CAASP Exam 3% (from 5% to 8%)o Decrease Truancy Rates by 15% (from 48% to 33%)
Data Used to Form this Goal:
LEA/LCAP District Goal CAASP data Truancy rate data
Findings from the Analysis of this Data:
We are significantly low compared to the rest of the District.

How the School will Evaluate the Progress of this Goal:

SBAC Interim Assessments
 CAASP results/data
 ADA data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All 11th grade students will participate in SBAC interim assessments in English	1 per semester	English Teachers Admin			None Specified	
All Social Science teachers will be trained in QTEL.	4 sessions	Social Science Teachers			District Funded	
EL inclusion in all classes (content & elective).	Ongoing	Admin All staff			None Specified	
Expand instructional rounds to include Boynton teachers.	Ongoing	Admin All teachers			None Specified	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Systemic, rigorous expectations with supports to help all students succeed

LEA/LCAP GOAL:

Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary opportunities.

- o A-G completion overall = 47%
- o A-G completion for Latino students = 30%
- o A-G completion for low income students = 28%
- o Dashboard Graduation Indicator = Maintain Green overall by increasing the graduation rate to 93%.
- o Dashboard Graduation Indicator for Low Income Students = Achieve Yellow for low income students by increasing their graduation rate to 87%.
- o Percent of 10th - 12th grade students taking AP tests = 36%
- o Percent of AP scores of 3 or Better = 71%
- o Percent of Students Who Earned at Least 10 Credits in a CTE Pathway = 36%
- o Percent of Graduates Enrolled in College the Fall after Graduation = 76%
- o Percent of Latino Graduates Enrolled in College the Fall after Graduation = 63%
- o Percent of Low Income Graduates Enrolled in College the Fall after Graduation = 63%
- o Student agreement with: "Students receive effective counseling on opportunities after high school or college." = 84%

SCHOOL GOAL #2:

- o Increase in the graduation rate by 3% from 89% to 92%
- o Increase % of Boynton graduates entering postsecondary education by 5% from 46% to 51%
- o Increase awareness of opportunities/options for postsecondary education.

Data Used to Form this Goal:

District Graduation data
Student Survey data

Findings from the Analysis of this Data:

Graduation data was comparative to the District percentages but needs to be increased.

We need to collect and improve on out pose secondary data from graduates.

How the School will Evaluate the Progress of this Goal:

Regular review of graduation data.

Regular review of exit survey data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Naviance Career Exploration	Ongoing	All Advisory teachers Admin			District Funded	
All Seniors must complete English 4 course	Ongoing	All English teachers Admin			None Specified	
All Seniors must complete Senior seminar course	Ongoing	All English teachers Admin			None Specified	
All seniors must participate in a postsecondary institution visit/fieldtrip	Ongoing	Admin				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School climate that promotes physical and emotional well-being
LEA/LCAP GOAL:
Goal 3: School climate that promotes physical and emotional well-being: Schools will engage actively with staff, students, and families to promote positive school communities. Efforts will be focused on safety, improving attendance rates, and using positive behavioral supports to prevent disciplinary actions. o Dashboard Suspension Indicator = Maintain Green overall by reducing suspension rates by .5% each year. o Dashboard Suspension Indicator for English Learners = Achieve Green for English learners by reducing the rate by 1.5% each year. Overall Status = 4.4%. English Learner Status = 7.7%. o Suspension Rate = 4.3% o Suspension Rate for Latino and African American Students = Latino suspension rate = 51%, African American suspension rate = 6% o Expulsion Rate = less than 0.1% o Parent response rate on the WestEd school climate survey = 27% o Truancy Rate = 43% o Percentage of students agreeing that they "care for each other" on the Healthy Kids Survey = 51%
SCHOOL GOAL #3:
<ul style="list-style-type: none">• Increase parent response to WestEd/LCAP Survey by 10% (from 10% to 20%)• Increase level of Satisfaction with district and site communication by 5% (from 68% to 73%)• Increase the level of engagement students have while learning by 10% (from 55% to 65%)• Increase students level of satisfaction with college, career and socio- emotional counseling and mentoring by 10% (from 53% to 63%)• Increase parent and student attendance and participation in school programs and ELAC (baseline data in 2017)• Increase the level of staff satisfaction with district communication by 10% (from 59% to 69%)
Data Used to Form this Goal:
District WestEd Data
Findings from the Analysis of this Data:
Need more sire specific data.

How the School will Evaluate the Progress of this Goal:

Administer entry and exit surveys.

Administer WestEd surveys to students, parents, & staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council	Meet 2 times each semester	Principal	None Specified			
Administer parent needs assessment survey every new student orientation ; provide services via guest speakers, community partners and parent project classes per survey need as has been done at comprehensive sites.		Admin			LCFF	9,000
Administer teacher needs assessment survey each semester	Ongoing - Collect and analyze data to incorporate/adjust professional development & collaboration plan.	Admin Teachers	None Specified			

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
Sarah Thomas	X				
Liz Kanavel			X		
Gregg Witkin		X			
Erin Palmer		X			
Bunny Hecht			X		
Angela Hernandez				X	
Emma Evangelista					X
Numbers of members of each category:					

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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

Attested:

Sarah Thomas

Typed Name of School Principal

Signature of School Principal

Date

Angela Hernandez

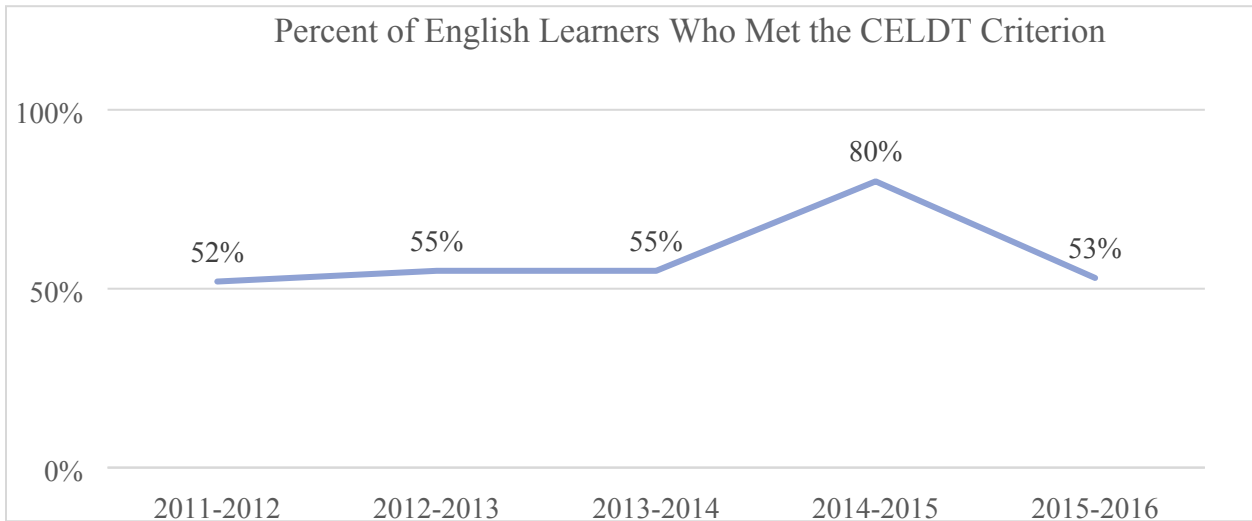
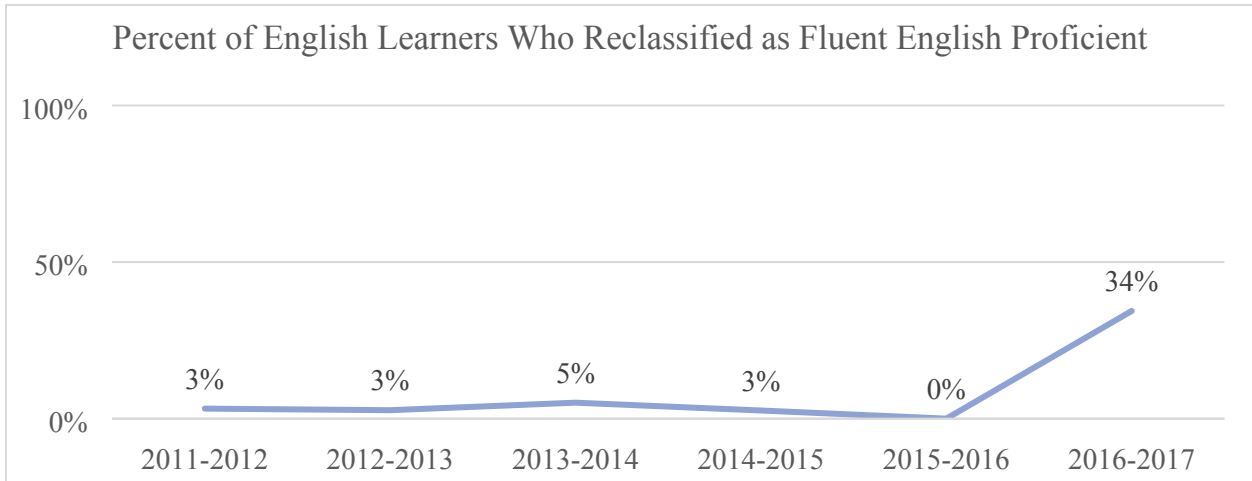
Typed Name of SSC Chairperson

Signature of SSC Chairperson

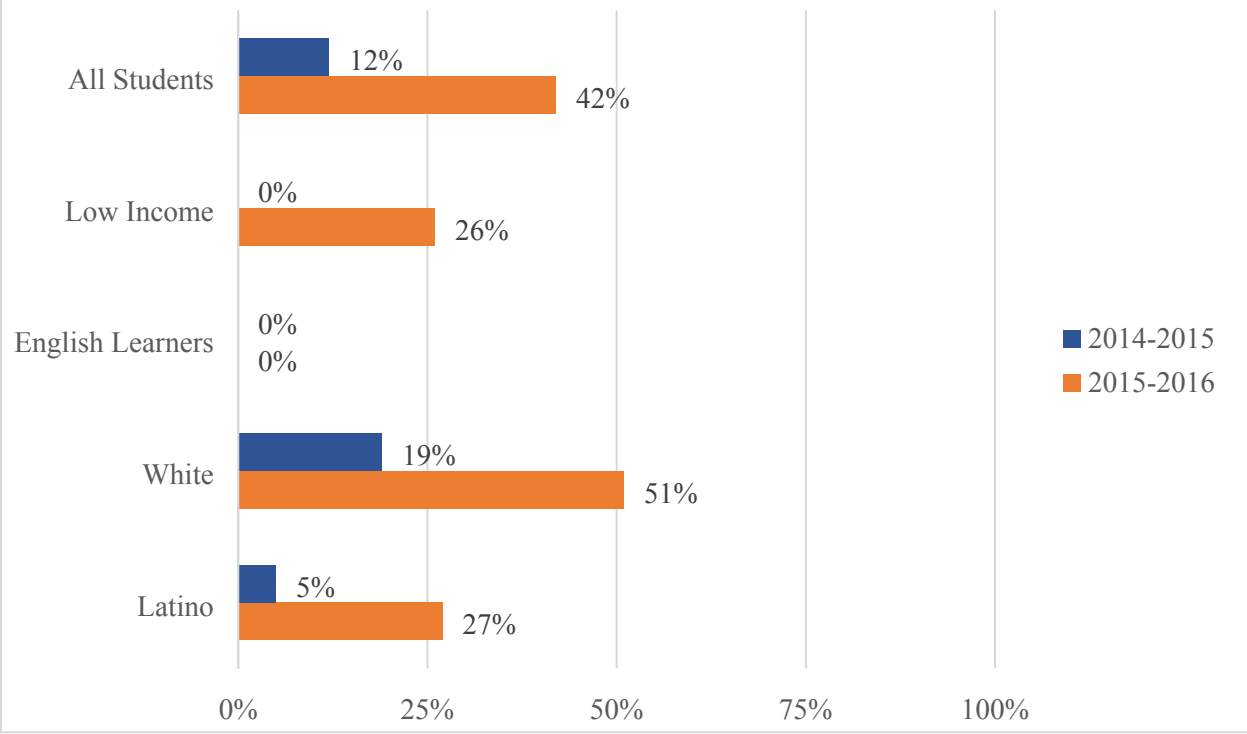
Date

Appendix A. LCAP Goals and Data for Boynton High School

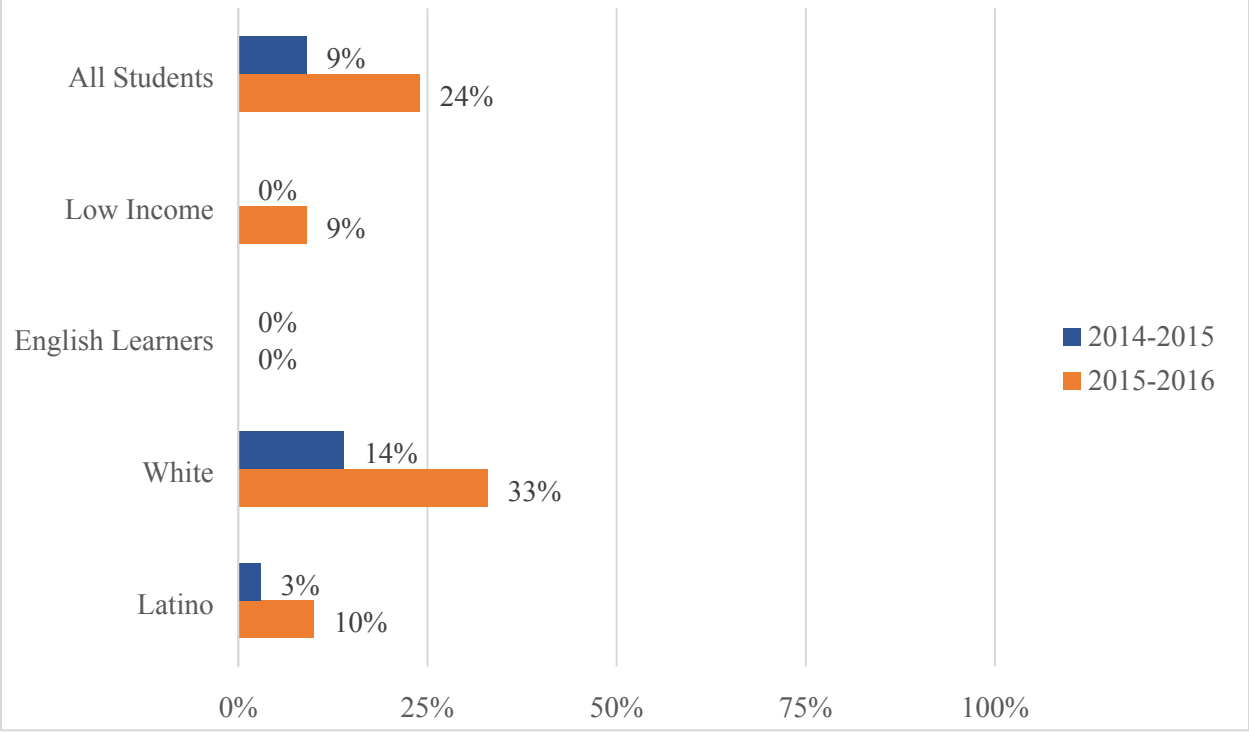
Goal 1: Instruction that engages all students equitably: CUHSD will provide all students with high quality instruction through professional development of staff, targeted interventions and supports for students, and by investing in 21st Century instructional technology.



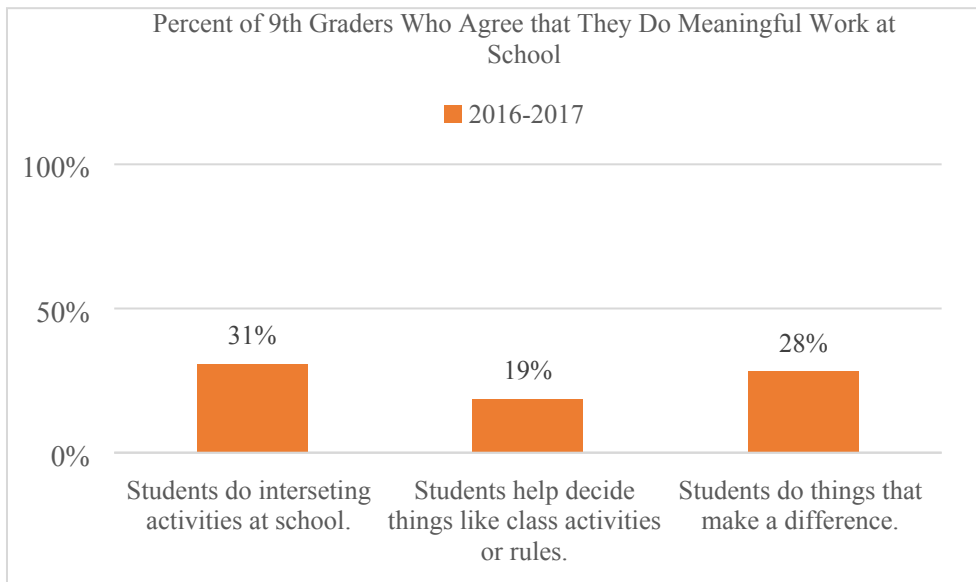
Percent of Students Who Met or Exceeded Standards on SBAC ELA, "Conditionally College Ready" on the EAP



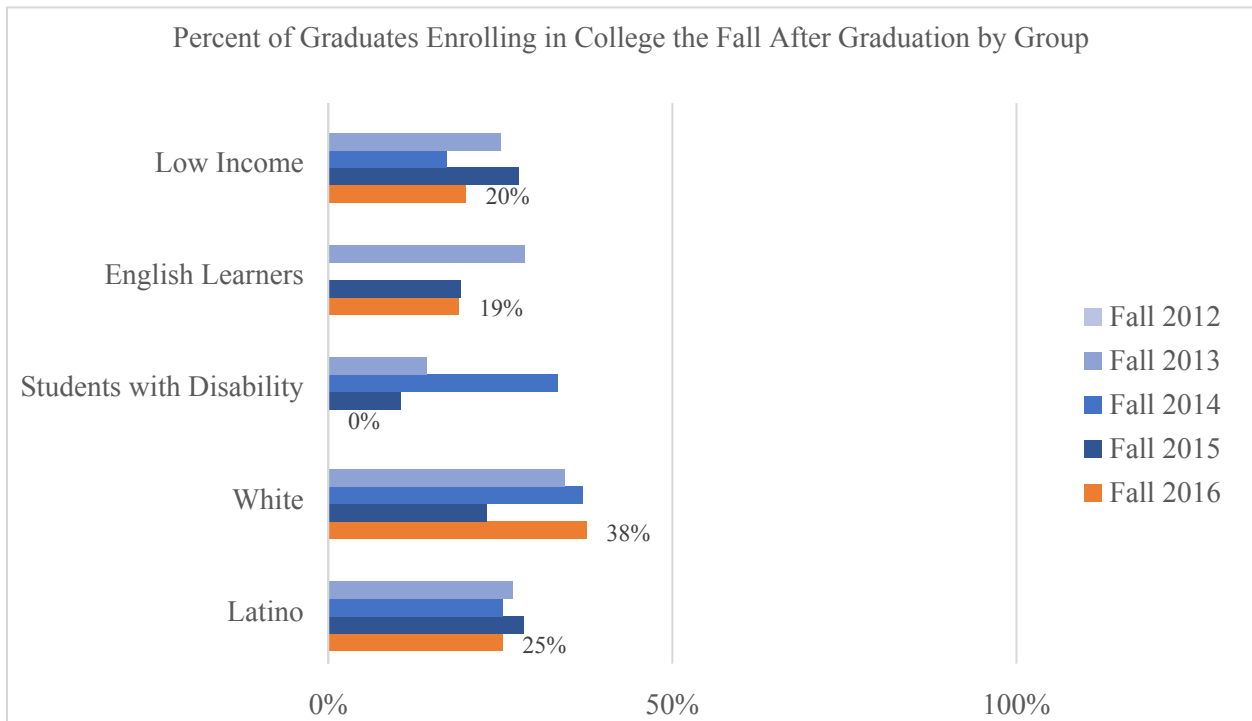
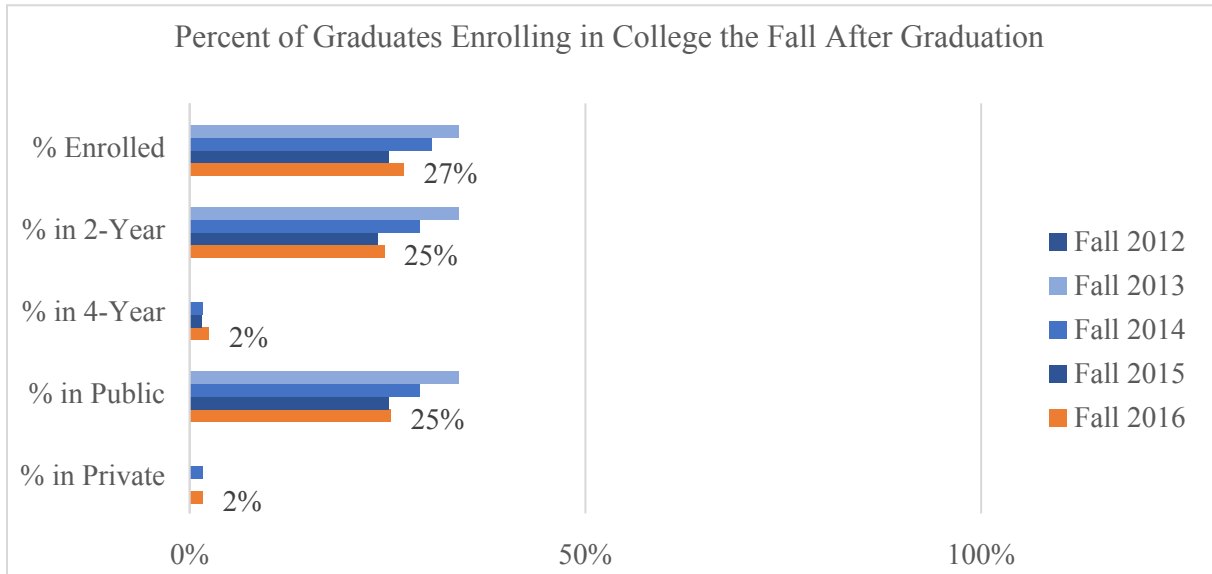
Percent of Students Who Met or Exceeded Standards on SBAC Math, "Conditionally College Ready" on the EAP



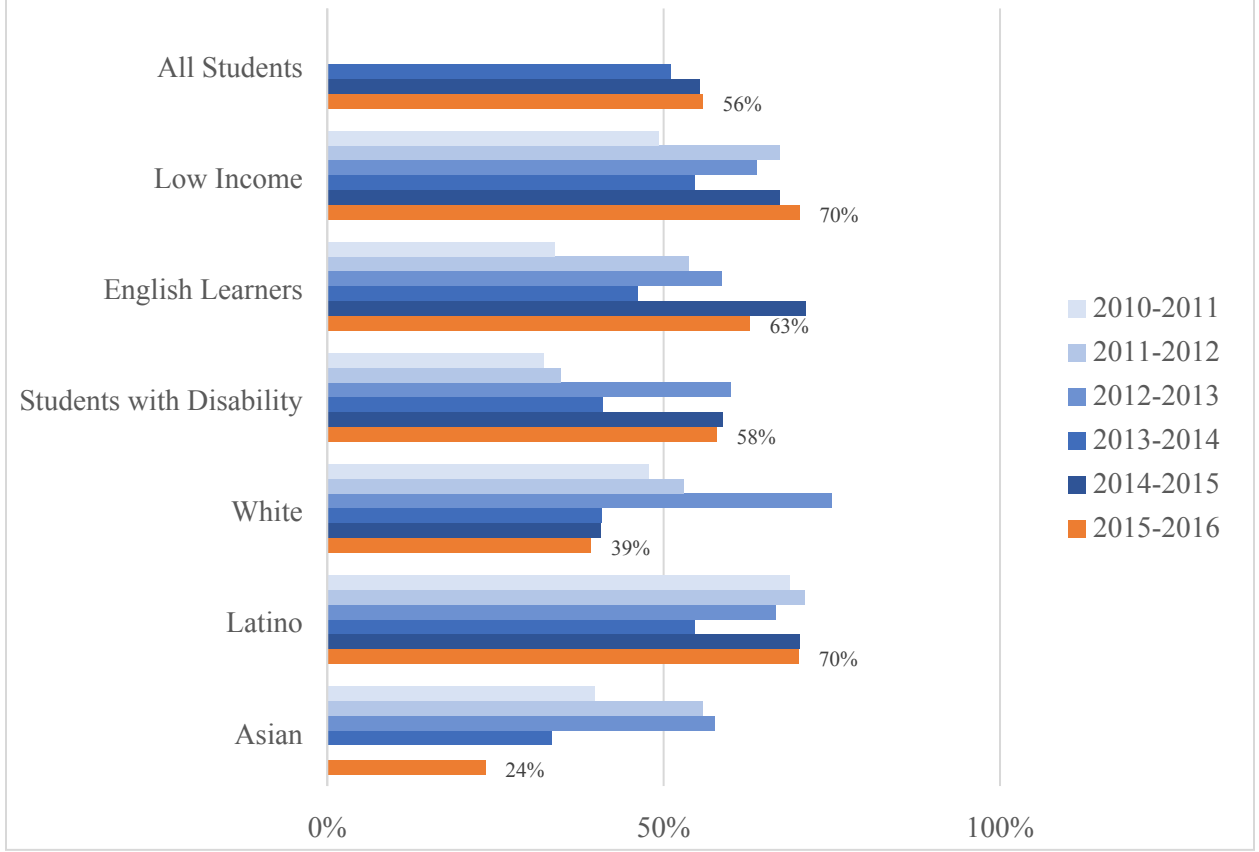
Percent of 9th Graders Who Agree that They Do Meaningful Work at School



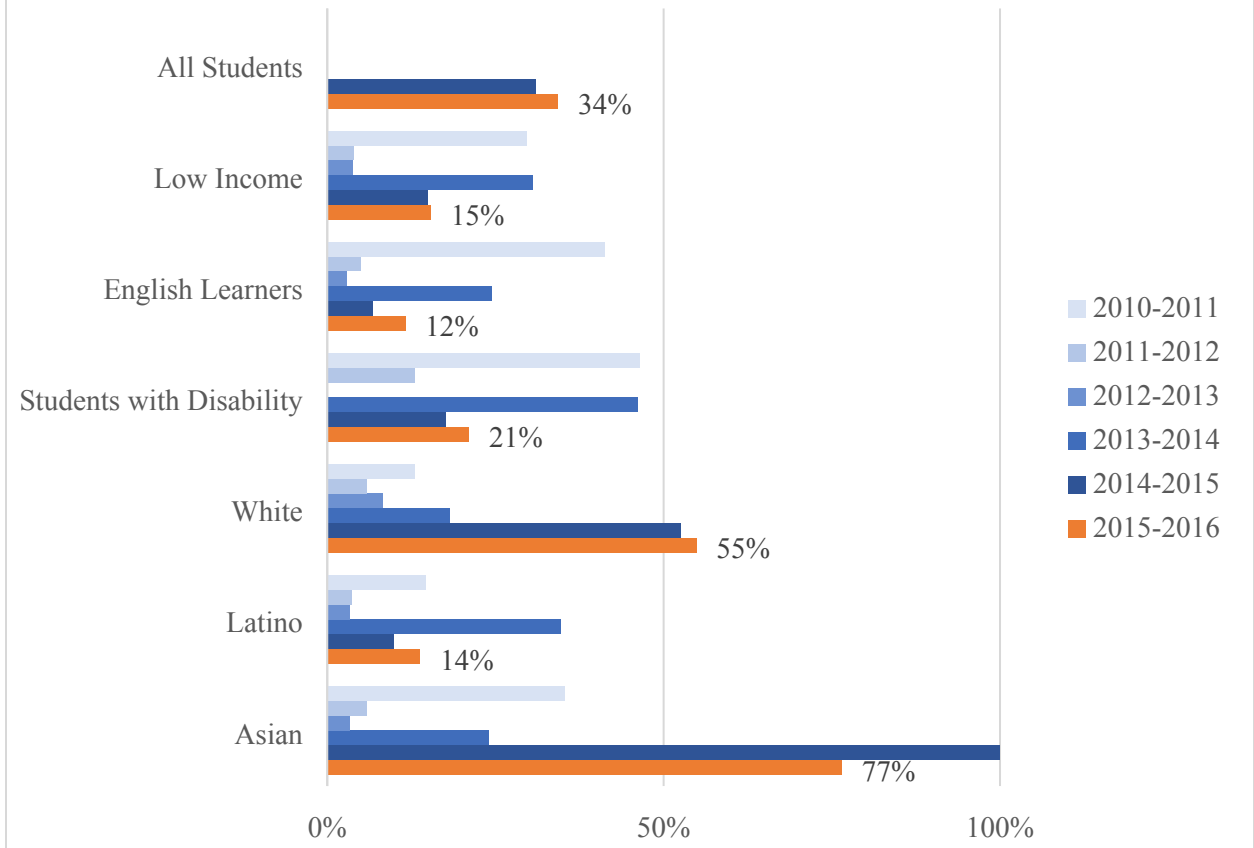
Goal 2: Systemic, rigorous expectations with supports to help all students succeed: CUHSD will hold a high level of expectations for college and career readiness for all students, and provide appropriate supports and interventions to help all students prepare for post-secondary pursuits.



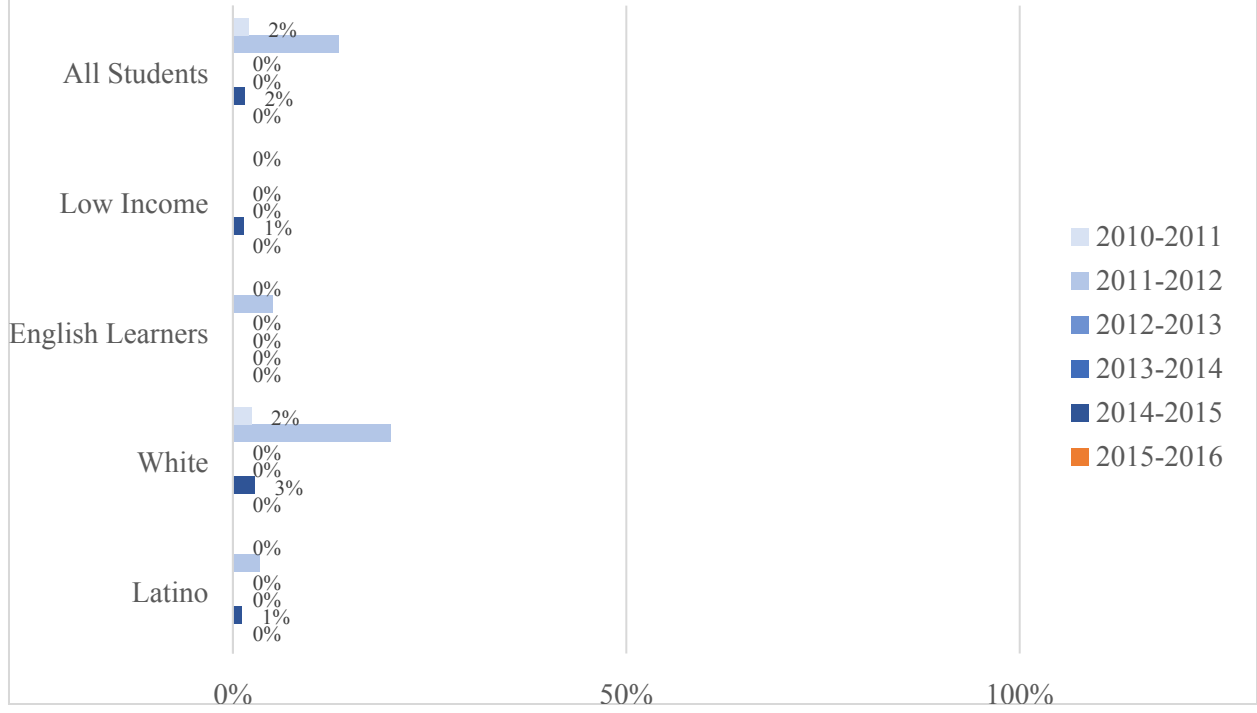
Graduation Rate, Based on Four-Year Cohort



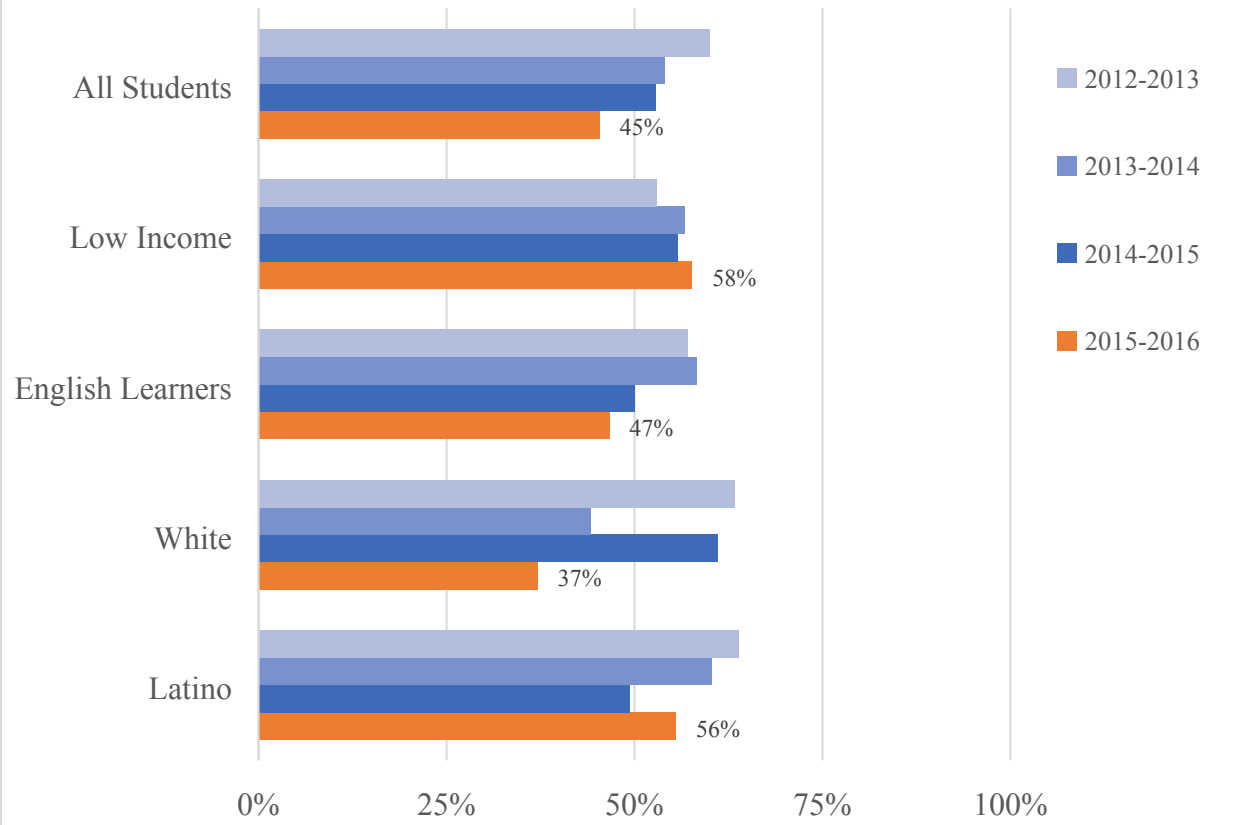
Dropout Rate, Based on Four-Year Cohort



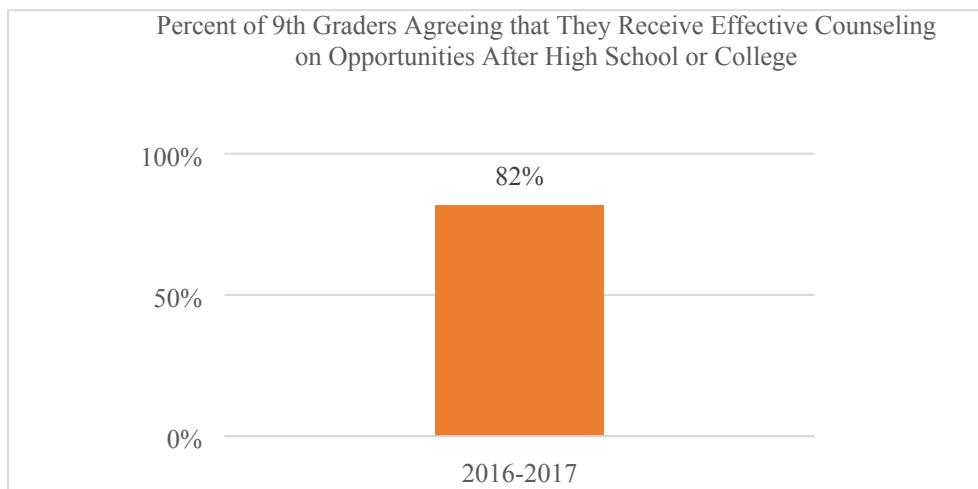
Percent of Graduates Who Completed A-G Courses with a "C" or Better



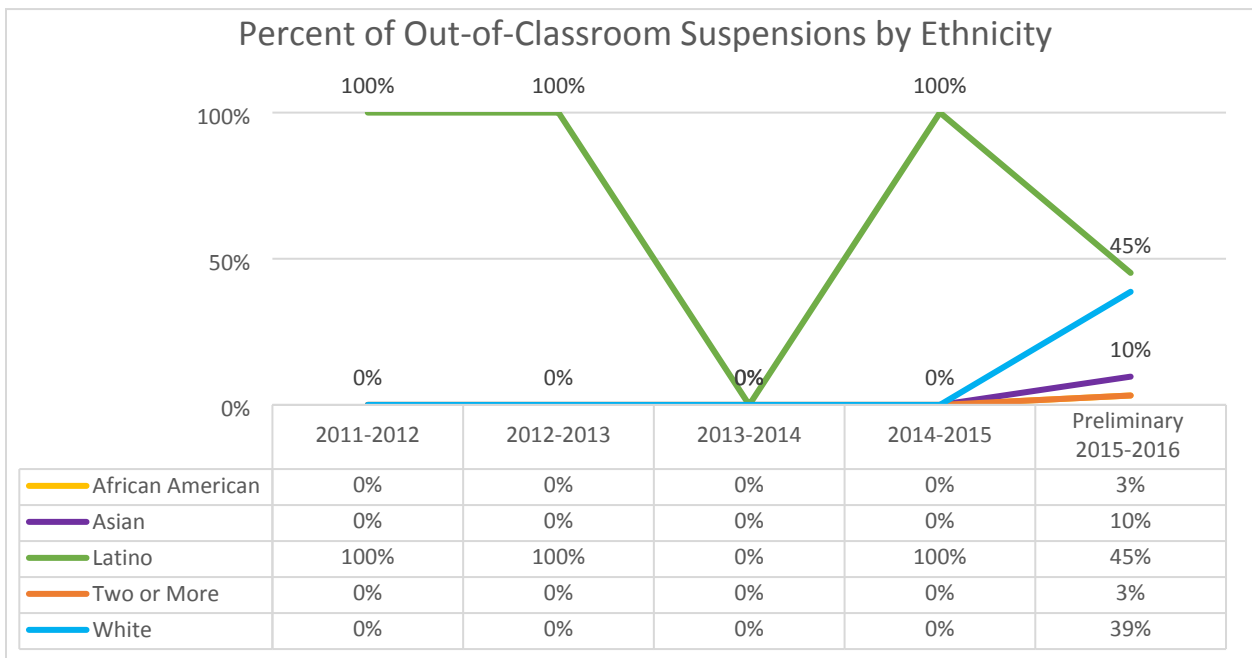
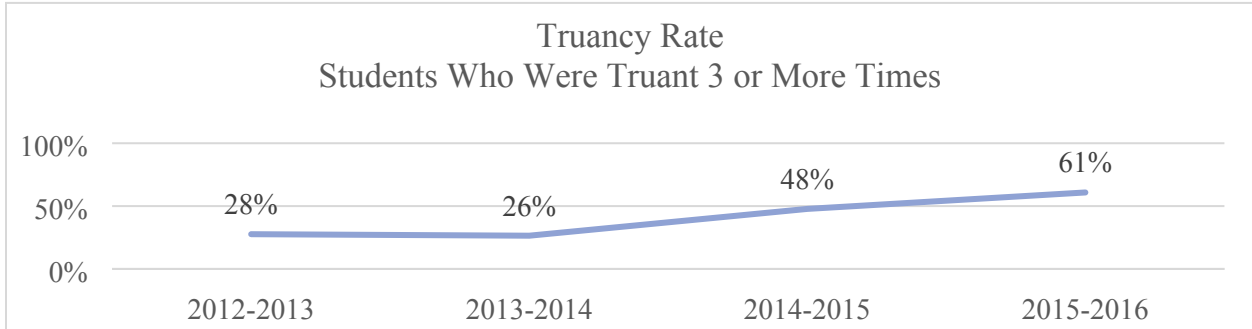
Percent of Students Who Earned 10 Credits or More in a CTE Pathway



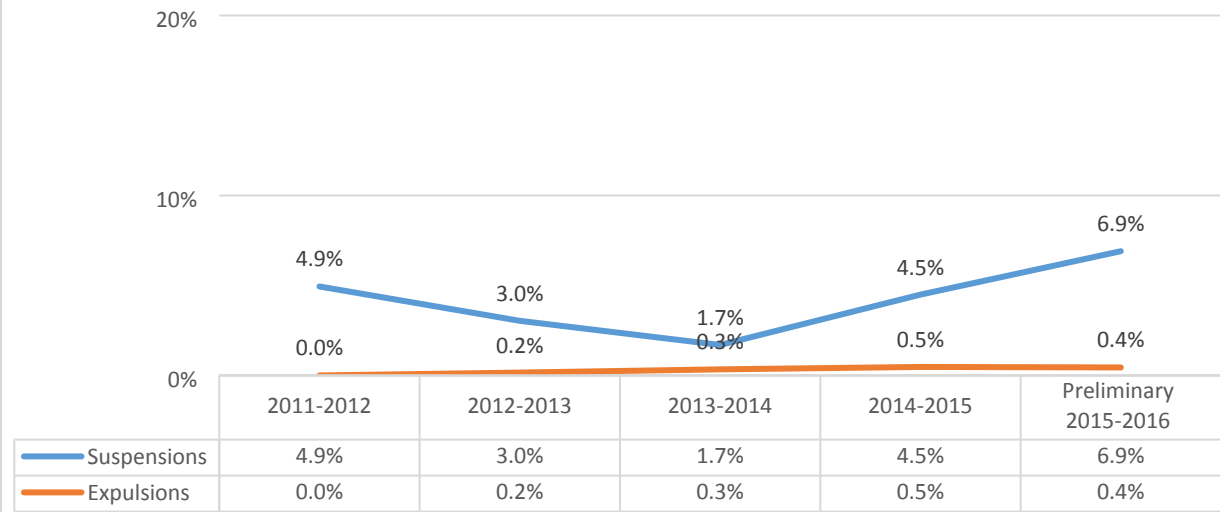
Percent of 9th Graders Agreeing that They Receive Effective Counseling on Opportunities After High School or College



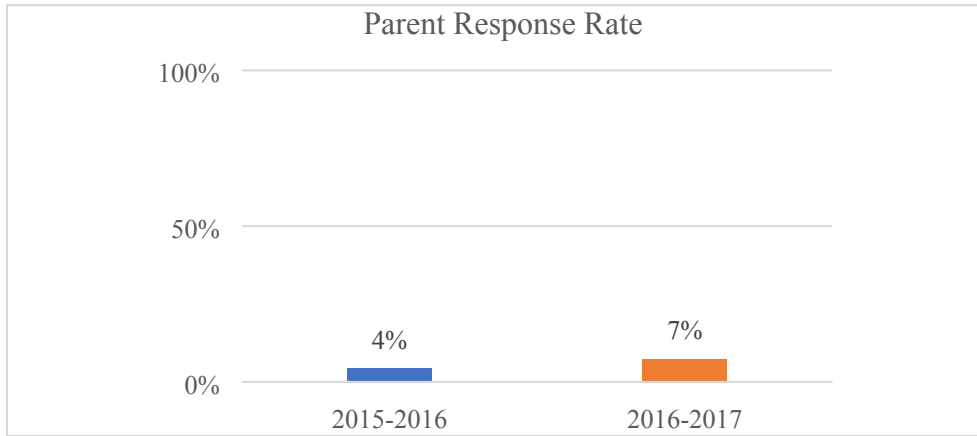
Goal 3: School climate that promotes physical and emotional well-being: School sites will engage actively with staff, students, and families to ensure that students receive the physical and emotional supports they need to succeed. Restorative justice and positive behavioral supports will be used to promote positive relationships in school communities.



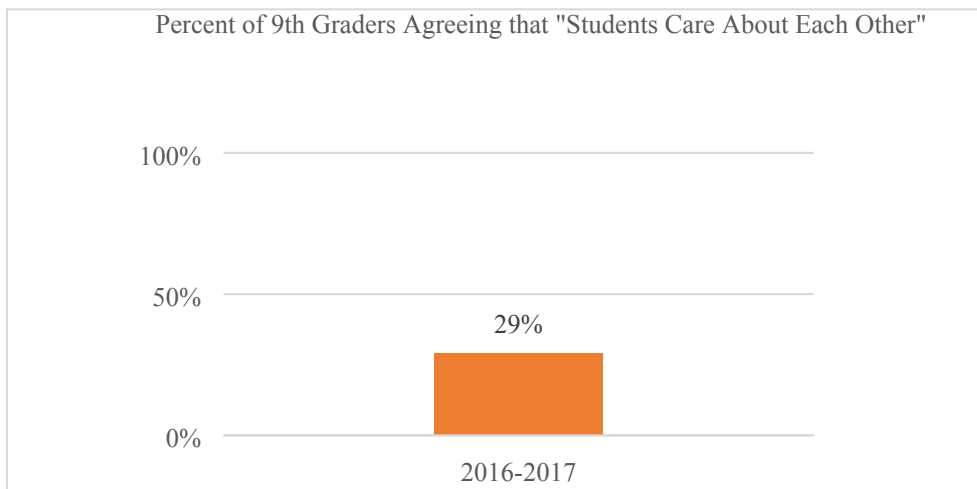
Suspension and Expulsion Rates



Parent Response Rate



Percent of 9th Graders Agreeing that "Students Care About Each Other"



Goal 4: Use human capital strategies that support staff effectiveness: CUHSD will use proven recruitment, selection, and retention strategies to improve staff quality throughout the District.

