

The Single Plan for Student Achievement

School: Yorba Linda High School
CDS Code: 30666470119404
District: Placentia Yorba Linda Unified School District
Principal: Dave Flynn
Revision Date: November 4, 2015

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

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

Contact Person: Jamie Jauch
Position: Assistant Principal
Phone Number: (714) 986-7500 ex.14003
Address: 19900 Bastanchury Road
Yorba Linda, CA 92831
E-mail Address: jjauch@pylusd.org

The District Governing Board approved this revision of the SPSA on December 15, 2015.

Table of Contents

The PYLUSD Advantage (2013 – 2018).....	3
School Accountability Report Card (Link)	4
Compliance Overview	5
Single Plan for Student Achievement Requirements Reference Guide.....	6
School and Student Performance Data.....	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	11
Title III Accountability (School Data).....	12
Title III Accountability (District Data).....	13
2013-14 California High School Exit Exam (CAHSEE) Results.....	14
Benchmark	18
Academic Program Survey Summary.....	22
Targeted Improvements in Student Performance - ELA.....	23
Targeted Improvements in Student Performance - Mathematics.....	26
Planned Improvements in Student Performance	29
School Goal #1	29
School Goal #2	33
School Goal #3	35
School Goal #4	36
School Goal #5	38
Annual Evaluation 2014-15.....	39
Annual Evaluation 2015-16.....	42
Services for At Risk Students 2015-16	47
Staff Development	48
Parent/Community Involvement	49
Summary of Expenditures in this Plan	50
Total Allocations and Expenditures by Funding Source.....	50
Total Expenditures by Object Type.....	51
Total Expenditures by Object Type and Funding Source.....	52
Total Expenditures by Goal.....	53
Preliminary PYLUSD Centralized Categorical Budget, 2015-16.....	54
School Site Council Membership	55
Recommendations and Assurances	56

The PYLUSD Advantage (2013 – 2018)

Yorba Linda High School's Vision – The Direction That Drives Us

Run with the STAMPEDE...

Service
Teamwork
Achievement
Mastery
Passion
Ethics
Dedication
Excellence

Yorba Linda High School's Mission – The Reason We Exist

Service

- * The importance of all students giving back to their community
- * Graduation requirement of 40 hours of community service
- * Mustang Pride Day
- * Levels of community service achievement

Teamwork

- * Involvement of teachers, students, parents, administrators, and staff to make YLHS the best school in our community, county, and state
- * ASB, Link Crew, Student Senate, House of Representatives, athletics, fine and performing arts, clubs, PTSA, Staffuly, Site Council

Achievement

- * Our expectation is that all students will be prepared to continue their success in some form of higher education: vocational/technical training, community college, or four-year university
- * Graduation requirements, CAHSEE, AP scores, etc.
- * Academy certificate, A-G requirements, low truancy and tardy rates

Mastery

- * Full command of skills necessary to build a foundation for post-secondary goals
- * AP scores, CAHSEE scores, SATs, common assessments in all content areas

Passion

- * The hope for all students to find what gives them the spark that leads them to future successes
- * Participation in academic teams, athletics, fine and performing arts, clubs, school events, etc.

Ethics

- * Student will make choices that demonstrate a sound moral base
- * Academic Honesty Policy, awards/scholarships given, character education, etc.

Dedication

- * The expectation that all students will apply their learning and knowledge to perform to their highest potential
- * Data shows our high attendance, high graduation rate, number of students attending a post-secondary education institution, academic teams, athletics, fine and performing arts participation (four-year commitment)

Excellence

- * To surpass or exceed the norm
- * Scholarships, awards, championships, API scores, AP scores

Core Values – What We Stand For and Represent

Excellence – We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration – We work together with all members of our school community to ensure student success.

Integrity – We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation – We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

Focus Areas – How We Achieve Our Mission and Vision

Focus Area 1.0 – Academic Achievement

This board agenda item supports Focus Area 1.0, *Academic Achievement* – “Student achievement is at the core of the PYLUSD mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.”

Focus Area 2.0 – Effective Instruction/Leadership

This board agenda item supports Focus Area 2.0, *Effective Instruction/Leadership* – “A dynamic, high-quality instructional program facilitates life-long habits of intellectual inquiry. We actively engage each students in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. To this end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.”

Focus Area 3.0 – Engaged Community

This board agenda item supports Focus Area 3.0, *Engaged Community* – “Stakeholders play a vital role in the educational process. We value their opinions and feedback and seek to involve them in decisions which impact the education of our students. We establish a culture which encourages positive relationships among students, staff, and parents, as well as educational, business, and community partners.”

Focus Area 4.0 – Safe and Respectful Environment

This board agenda item supports Focus Area 4.0, *Safe and Respectful Environment* – “A safe and respectful environment is essential to student success. We foster a culture that promotes the emotional health, safety, and well-being of students, staff, and parents.”

Focus Area 5.0 – Optimized Resources

This board agenda item supports Focus Area 5.0, *Optimized Resources* – “A critical measure of a school district’s performance is the effectiveness with which it utilizes and generates resources. We ensure that all fiscal and capital resources maximize educational opportunities.

School Accountability Report Card (Link)

http://www.ylhs.org/ourpages/auto/2010/1/29/44695287/14%20SARC_PYLUSD_Yorba%20Linda%20HS.pdf

Compliance Overview

Requirements for the Single Plan for Student Achievement

All schools in the PYLUSD use the following process to develop and revise the Single Plans for Student Achievement:

- The Board develops goals in July based on an analysis of available data (July)
- The most current data is used to revise sections of the LEAP related to student achievement (August)
- Sites analyze data and conduct an analysis of educational practices to determine the degree to which goals are met and to formulate or revise goals (August/September)
- Seek input from appropriate advisory groups, such as School Site Council and English Language Advisory Council (October)
- In developing the Single Plan, the SSC reaffirms/revises goals and strategies and identifies resources (October)
- SSC approves and recommends SPSA to local Board (November)
- Board approves SPSA's (November/December)
- Monitor progress toward goals (November through June)

Recruitment of and Instruction by Highly Qualified Teachers

All Schools

The district uses the following activities to attract highly qualified teachers: district job fairs, post openings online and at universities, partner with universities to train student teachers, provide BTSA support and strong staff development program, and local and out-of-state recruitment fairs. High-need schools are given priority in selecting teachers for any openings. Students receive instruction in core content areas, using state-approved materials and research based, effective instructional strategies.

Title I Schools

In addition to the procedures and strategies covered above, our personnel department keeps records on each teacher's status regarding the highly qualified teacher criteria. This information is communicated to principals and the professional development staff. Teachers who do not meet the HQ criteria are required to meet these criteria. Currently, all district teachers at Title I schools meet the HQ criteria.

Parent Notification

Title I Program Improvement Schools only

After receiving STAR test results in July, district staff determines which schools are likely to be on the Program Improvement list. By mid-August, parents at those schools are informed that their child is eligible to attend another public school. The school choices are identified, explaining why the choices may have been limited, and the performance and quality of those schools are described in the notification.

Requirements Reference Guide

The chart on the next page outlines the legal requirements of the Single Plan for Student Achievement and where they are addressed in the plan.

Single Plan for Student Achievement Requirements Reference Guide

The following elements for schools funded through the Consolidated Application are addressed in *Single Plan for Student Achievement*.

Requirement	Addressed in this section of the SPSA
1. Comprehensive needs assessment of the entire school	Annual Evaluation and Academic Program Survey Summary
2. Schoolwide improvement strategies that:	
a. Provide opportunities for all students to meet proficient and advanced levels of achievement in state standards	Services for At-Risk Students; Planned Improvements
b. Use scientifically-based instructional methods and strategies that:	
1. strengthen the core academic program in the school	Planned Improvements
2. address how the school will determine if such needs have been met	Annual Evaluation and Planned Improvements
3. are consistent with the state plan and any local improvement plans (LEA Plan)	Compliance Overview
3. Strategies to attract highly qualified teachers to high-need schools	Compliance Overview
4. Plans for assisting preschool children in the transition from early childhood programs (<i>N/A for middle and high schools</i>)	Parent and Community Involvement

Title I Schoolwide Schools
Single Plan for Student Achievement Requirements Reference Guide

The following elements required in Title I, Part A, Section 1114 (b) (1) are addressed in the *Single Plan for Student Achievement*.

Requirement	Addressed in this section of the SPSA
1. Comprehensive needs assessment of the entire school	Annual Evaluation and Academic Program Survey Summary
2. Schoolwide improvement strategies that:	
a. Provide opportunities for all students to meet proficient and advanced levels of achievement in state standards	Services for At-Risk Students and Planned Improvements
b. Use scientifically-based instructional methods and strategies that:	
1. strengthen the core academic program in the school	Planned Improvements
2. address how the school will determine if such needs have been met	Planned Improvements
3. are consistent with the state plan and any local improvement plans (LEA Plan)	Compliance Overview
4. increase the amount and quality of learning time	Planned Improvements
5. include strategies for meeting the educational needs of historically underserved populations	Services for At-Risk Students and Planned Improvements
3. Strategies to attract highly-qualified teachers to high-need schools	Compliance Overview
4. Plans for assisting preschool children in the transition from early childhood programs (<i>N/A for middle and high schools</i>)	Parent and Community Involvement
5. Instruction by highly-qualified teachers	Compliance Overview
6. High-quality and ongoing professional development for teachers, principals, and paraprofessionals	Planned Improvements
7. Strategies to increase parental involvement	Parent and Community Involvement, Parent Involvement Policy, Parent/School Compact
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program	Annual Evaluation and Academic Program Survey Summary
9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards	Planned Improvements and Services for At-Risk Students
10. Coordination and integration of federal, state, and local services and programs	Funding source references in all SPSA Planned Improvements

Title I Program Improvement Schools
Single Plan for Student Achievement Requirements Reference Guide

The following elements required in Title I, Part A, Section 1116 are addressed in the *Single Plan for Student*.

Requirement	Addressed in this section of the SPSA
1. Scientifically-based Research ~ Strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for PI	Compliance Title I Schoolwide Program #2.B.1
2. Successful Policies and Practices ~ Adoption of policies/guidelines and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	Services for At-Risk Students
3. Professional Development ~	
a. A minimum of 10% of Title I entitlement funds will be used each year that the school is in PI for the purpose of providing high quality professional development of teachers and principal.	Planned Improvements
b. Professional development meets the requirements of NCLB section 1119 (qualifications for teachers and paraprofessionals)	Planned Improvements
c. Professional development affords increased opportunity for participation.	Planned Improvements
d. Professional development directly addresses the academic achievement problem that caused the school to be identified for PI.	Planned Improvements
e. How funds (10%) reserved for professional development will be used to remove the school from PI status	Planned Improvements
4. Specific, Annual, Measurable Objectives ~ Description of specific, annual, measurable objectives developed for each of the student subgroups and in accordance with state’s measure of AYP.	Planned Improvements
5. Parent Notification ~ Description of how the school will provide written notice about the identification of the school for PI in understandable language and format.	Compliance Overview
6. Shared Responsibility for Improvement ~ Specify the responsibilities of the school, the LEA, the SEA, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA.	Compliance Overview
7. Parent Involvement ~ Strategies to promote effective parental involvement.	Compliance Title I Schoolwide Program #7
8. Extended Learning ~ As appropriate, activities before school, after school, during the summer and during any extension of the school year.	Compliance Title I Schoolwide Program #2.B.2
9. Incorporation of a Teacher Mentoring Program ~ See NCLB Title IX Part A, §9101(42) for definition of “Teacher Mentoring Program.”	Planned Improvements

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	439	361	82.2	361	2641.0	41	32	14	12
All Grades	439	361	82.2	361		41	32	14	12

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	48	40	12	57	30	13	27	58	16	43	46	11
All Grades	48	40	12	57	30	13	27	58	16	43	46	11

Conclusions based on this data:

- YLHS students are doing very well across the board in the ELA areas of reading, writing, and research/inquiry; however, their listening scores demonstrate that this is an area of weakness. When looking at the types of questions students faced in the listening section of the CAASPP, it became obvious that YLHS students are not practiced at managing these types of questions without having the text as a reference.
- Students are read to frequently at younger grade levels, but at the high school level, they are much more commonly asked to read independently. They have relied on their ability to go back into a selection and double-check their responses, something that is not possible with an oral passage.
- YLHS students also do not have a strong understanding of how the delivery of a passage can impact their understanding. Although they may have limited exposure to watching historical speeches like Martin Luther King Jr.'s "I Have a Dream," this exposure is too limited and not systematic enough to impact the particular listening skills tested on the CAASPP.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	439	356	81.1	356	2648.3	32	27	21	20
All Grades	439	356	81.1	356		32	27	21	20

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	46	29	26	40	45	15	35	48	17
All Grades	46	29	26	40	45	15	35	48	17

Conclusions based on this data:

1. Our CAASPP data shows an area of weakness for our students is Communicating Reasoning skills. Since we are not sure how our students are graded, we feel it is important to learn the rubric used to grade our students on their Smarter Balance test. We plan to send a teacher to the training when it is offered, so we can use the same rubric when we assess our students. Additionally, for our common assessments, we will be incorporating problems that require our students to explain their reasoning.
2. Also, an observer mentioned that last year a lot of students did not do any work on paper when taking the Smarter Balance test. They were not used to using a computer to do math. To remedy this problem, in PreCalculus, where we have mostly juniors and seniors, we are requiring our students to submit their homework online so both students and teachers can get instant feedback. Within the first 2 months of school, we have already noticed a huge improvement in the quality of work our students are producing. Some of our Algebra 1 and Algebra 2 teachers are also utilizing online homework. We are hoping that by the time students take the Smarter Balance test, taking a test online is no longer a novelty.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	13	2	25	3	38	1	13	1	13	8
10	1	13	4	50	1	13	2	25			8
11	2	25	5	63	1	13					8
12	1	20	3	60	1	20					5
Total	5	17	14	48	6	21	3	10	1	3	29

Conclusions based on this data:

1. The majority of YLHS English Language Learners are performing at the Early Advanced level, but we have 10 students below that level who need our attention.
2. All of our Early Intermediate and Beginning students are in the 9th and 10th grades, and we have only 2 students scoring Intermediate who are in the 11th and 12th grade.
3. While these scores are good, we have had an increase of over 20 English Language Learners in 2015-16. Since we don't know the exact skill levels of these new students yet, we will be focus on supporting all under-performing ELLs in all content areas, regardless of grade level.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	17	24	29
Percent with Prior Year Data	100.0%	95.8%	100.0%
Number in Cohort	17	23	29
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	10	9	19	9	16	18
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1. Our English Language Learner population has been growing steadily since the school opened in 2009.
2. The number of students at YLHS who have received ELL instruction for more than 5 years (Long-Term English Learners: LTELs) doubled from 2013-14 to 2014-15.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	3,064	3030	2,976
Percent with Prior Year Data	99.7%	99.9%	100.0
Number in Cohort	3,055	3026	2,975
Number Met	1,860	1783	1,790
Percent Met	60.9%	58.9%	60.2
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,381	1,214	2452	1164	2,400	1,094
Number Met	674	631	647	581	657	527
Percent Met	28.3%	52.0%	26.4%	49.9%	27.4	48.2
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	No

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

Conclusions based on this data:

1. PYLUSD met its target for students RFEping in 2013-14. However, it did not meet its growth target (just barely) in 2014.
2. The number of ELLs overall in the district decreased slightly from 2012-13 to 2013-14.

School and Student Performance Data

2013-14 California High School Exit Exam (CAHSEE) Results

Grade 10 Combined Test English-Language Arts

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	442	429	97%	13	3%	408	82%
Male	217	206	95%	11	5%	401	76%
Female	225	223	99%	2	1%	414	87%

Race/Ethnicity

American Indian or Alaska Native	0						
Asian	64	62	97%	2	3%	423	89%
Pacific Islander	1						
Filipino	6						
Hispanic / Latino	62	59	95%	3	5%	396	73%
African American	4						
White	295	287	97%	8	3%	407	82%
Declined to State	10						

Language Fluency

English Only Students	407	339	98%	8	2%	409	82%
Initially Fluent English Proficient (IFEP)	2						
Redesignated Fluent English Proficient (RFEP)	23	22	96%	1	4%	409	91%
English Learner Students	9						

Economic Status

Non-Economically Disadvantaged Students	245	236	96%	9	4%	410	84%
Economically Disadvantaged Students	34	32	94%	2	6%	395	74%
Unknown	163	161	99%	2	1%	407	80%

Special Education Program Participation

Students Receiving Services	28	20	71%	8	29%	361	18%
-----------------------------	----	----	-----	---	-----	-----	-----

2013-14 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
Mathematics**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	444	429	97%	15	3%	411	84%
Male	218	212	97%	6	3%	413	87%
Female	226	217	96%	9	4%	410	80%

Race/Ethnicity

American Indian or Alaska Native	0						
Asian	65	64	98%	1	2%	434	95%
Pacific Islander	1						
Filipino	6						
Hispanic / Latino	62	60	97%	2	3%	402	73%
African American	4						
White	295	284	96%	11	4%	410	84%
Declined to State	11	11	100%	0	0%	395	73%

Language Fluency

English Only Students	407	393	97%	14	3%	411	84%
Initially Fluent English Proficient (IFEP)	2						
Redesignated Fluent English Proficient (RFEP)	24	24	100%	0	0%	421	96%
English Learner Students	9						

Economic Status

Non-Economically Disadvantaged Students	245	239	98%	6	2%	415	87%
Economically Disadvantaged Students	34	30	88%	4	12%	398	68%
Unknown	165	160	97%	5	3%	409	82%

Special Education Program Participation

Students Receiving Services	28	20	71%	8	29%	367	32%
-----------------------------	----	----	-----	---	-----	-----	-----

2014-15 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
English-Language Arts**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	394	377	96%	17	4%	405	81%
Male	221	209	95%	12	5%	399	77%
Female	173	168	97%	5	3%	413	87%

Race/Ethnicity

American Indian or Alaska Native	1						
Asian	72	70	97%	2	3%	415	86%
Pacific Islander	0						
Filipino	9						
Hispanic / Latino	57	51	89%	6	11%	392	70%
African American	10						
White	239	231	97%	8	3%	406	84%
Declined to State	6						

Language Fluency

English Only Students	366	350	96%	16	4%	406	83%
Initially Fluent English Proficient (IFEP)	0						
Redesignated Fluent English Proficient (RFEP)	22	22	100%	0	0%	404	77%
English Learner Students	6						

Economic Status

Non-Economically Disadvantaged Students	220	217	99%	3	1%	410	86%
Economically Disadvantaged Students	30	30	100%	0	0%	398	80%
Unknown	144	130	90%	14	10%	399	74%

Special Education Program Participation

Students Receiving Services	31	18	58%	13	42%	358	23%
-----------------------------	----	----	-----	----	-----	-----	-----

2014-15 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
Mathematics**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	396	380	96%	16	4%	412	85%
Male	221	211	95%	10	5%	411	84%
Female	175	169	97%	6	3%	412	87%

Race/Ethnicity

American Indian or Alaska Native	1						
Asian	72	72	100%	0	0%	427	96%
Pacific Islander	0						
Filipino	9						
Hispanic / Latino	57	52	91%	5	9%	395	74%
African American	10						
White	241	232	96%	9	4%	412	87%
Declined to State	6						

Language Fluency

English Only Students	367	352	96%	15	4%	412	85%
Initially Fluent English Proficient (IFEP)	0						
Redesignated Fluent English Proficient (RFEP)	22	22	100%	0	0%	416	86%
English Learner Students	7						

Economic Status

Non-Economically Disadvantaged Students	221	218	99%	3	1%	416	89%
Economically Disadvantaged Students	30	30	100%	0	0%	408	80%
Unknown	145	132	91%	13	9%	406	81%

Special Education Program Participation

Students Receiving Services	31	17	55%	14	45%	358	26%
-----------------------------	----	----	-----	----	-----	-----	-----

School and Student Performance Data

Benchmark

YLHS 2014-15 Step Up Scores – ELA

<i>Grade level</i>	<i>Average Writing Score – Preliminary Assessment</i>	<i>Average Writing Score – Final Assessment</i>
<i>12th grade</i>	<i>2.65</i>	<i>2.72</i>
<i>11th grade</i>	<i>2.88</i>	<i>2.98</i>
<i>10th grade</i>	<i>2.16</i>	<i>2.88</i>
<i>9th grade</i>	<i>2.19</i>	<i>2.8</i>

The preliminary and final benchmark writing scores in ELA reflect a school-wide effort to support student writing through the Step Up to Writing program. Students are immersed in the structure and foundations of writing in the LA classes. These concepts are reinforced across the curriculum as students are asked to write or create projects in other content areas which demonstrate an understanding of important writing and communication concepts, such as a clearly articulated purpose, supporting evidence, and effective analysis. Although these performance tasks are not exclusively writing assignments, the concepts of good writing are seen in all of them. The increase in writing scores as demonstrated in the preliminary and final assessments exhibits the effectiveness of this school-wide effort.

	1	2	3	4	5	6	7	8	9	10	11	12	13	Prob	Stat
Avg	78	85	81	82	80	76	88	74	78	77	81	76	80	83	87
Median	83	88	84	86	81	79	92	80	83	79	86	80	83	86	89

Finals	Average	Median
First Semester	68	69
Second Semester	70	71

Because we piloted Big Ideas and Pearsons, last year we used 3 different textbooks for Algebra 1, Geometry, and Algebra 2.

Trig/Math Analysis is the only course using common assessments since we used the same textbook for all 5 sections.

Our data analysis shows that our students did well on their chapter tests but not on the final exams. We believe there are several reasons why they did not do as well on their finals as they did on their tests:

1. Students were able to calculate the minimum score they need to attain on their final exam in order to attain their overall grade they needed/wanted.
2. There was too much material to study for the final and a lot of students ended up not completing their review worksheets before the finals.

What we will do differently is to incorporate spiral reviews throughout the year so students will be able to retain the material better.

Academic Program Survey Summary

School: Yorba Linda High School

Year: 2015-16

The essential program components below characterize the current academic program at this school. The conclusions reached in this section regarding the contribution of each component to the quality of the program are used to determine improvements described in following sections of the plan. Summarize the findings of the Academic Program Survey using the following rating scale for each of the essential program components and then identify areas for improvement (use the CDE APS Rating Description for further clarification):

4	3	2	1
Full Level of Implementation	Substantial Level of Implementation	Partial Level of Implementation	Minimal Level of Implementation

Essential Program Components		Average Ratings
1.	Instructional Program	3.68
2.	Instructional Tme	3.28
3.	Lesson Pacing Guide	3.33
4.	School Administrator Training Program	3.81
5.	Credentialed Teachers and Professional Development Opportunities	3.80
6.	Ongoing Instructional Assistance and Support for Teachers	3.35
7.	Student Achievement Monitoring System	3.84
8.	Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by Principal	3.88
9.	Fiscal Support	3.80

Target for growth any essential program component objectives that were partially or minimally implemented (rated 1 or 2) or the 2 lowest rating areas you plan to address:

1. Ongoing Instructional Assistance and Support for Teachers
2. Instructional Time

Targeted Improvements in Student Performance - ELA

The school site council has analyzed the available student performance data for all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement targets.

Analysis of Achievement Data	Subject Area	ELA				
	Student Group(s) performing below performance standards All EL – English Learners SED – Socioeconomically Disadvantaged Students SWD – Students with Disabilities	All	Exceeds	41%of361	Nearly Met	14%of361
			Met	32%of361	Not Met	12%of361
		EL	Exceeds	N/A of 3	Nearly Met	N/A of 3
			Met	N/A of 3	Not Met	N/A of 3
		SED	Exceeds	20% of 30	Nearly Met	27% of 30
			Met	43% of 30	Not Met	10% of 30
		SWD	Exceeds	13% of 24	Nearly Met	33% of 24
			Met	13% of 24	Not Met	42% of 24
	Performance Gap (Claim) Check item(s)	Reading Writing Speaking & Listening X Research/Inquiry				
	Measurable Performance Improvement Objective	Decrease the percent of students Nearly Met or Not Met on Speaking & Listening by 3%				

<p style="text-align: center;">Content Standards</p>	<p style="text-align: center;">Academic Domain</p>	<p>Grade K Domain</p> <p>Grade 1st Domain</p> <p>Grade 2nd Domain</p> <p>Grade 3rd Domain</p> <p>Grade 4th Domain</p> <p>Grade 5th Domain</p> <p>Grade 6th Domain</p> <p>Grade 7th Domain</p> <p>Grade 8th Domain</p> <p>Grade 9th Domain S&L-Conventions of Standard English (L. Standards 1-2)</p> <p>Grade 10th Domain S&L-Knowledge of Language (L.Standard 3)</p> <p>Grade 11th Domain S&L-Vocabulary Acquisition and Use (L. Standards 4-6)</p> <p>Grade 12th Domain</p> <p>All grades will focus upon Speaking and Listening standards in ELA.</p>
<p style="text-align: center;">Analysis of Educational Practice</p>	<p style="text-align: center;">Possible Underlying Causes of Low Performance (List only what you have control over)</p>	<p>Although students are exposed to many listening-based lessons including collaborative work as well as teacher-directed instruction, they are not practiced at listening to text or passages without having the written material in front of them. This seems to be an activity that the students have more practice at in younger grades, but do not get a lot of exposure to in high school. Questions asking students to recall specific information from a passage they have heard but not read seemed particularly problematic for our students.</p>

Basis of Improvement Plan	Using the above information, actions/tasks to be accomplished are developed to meet the objective for the Improvement Plan. Emphasis is on research-based programs/materials (e.g. Latin Word Cells), processes (e.g. Results), instructional strategies (e.g. Socratic teaching/learning) and staff development (e.g. Joyce & Showers effective staff development model research).	
----------------------------------	--	--

Targeted Improvements in Student Performance - Mathematics

The school site council has analyzed the available student performance data for all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement targets.

Analysis of Achievement Data	Subject Area	MATH				
	Student Group(s) performing below performance standards All EL – English Learners SED – Socioeconomically Disadvantaged Students SWD – Students with Disabilities	All	Exceeds	32% of 356	Nearly Met	21% of 356
			Met	27% of 356	Not Met	20% of 356
		EL	Exceeds	N/A of 3	Nearly Met	N/A of 3
		Met	N/A of 3	Not Met	N/A of 3	
	SED	Exceeds	14% of 24	Nearly Met	38% of 24	
		Met	24% of 24	Not Met	24% of 24	
	SWD	Exceeds	8% of 29	Nearly Met	13% of 29	
		Met	4% of 29	Not Met	75% of 29	
Performance Gap (Claim) Check item(s)	Concepts & Procedures Problem Solving & Data Analysis Communicating Reasoning X					
Measurable Performance Improvement Objective	Decrease the percent of students Nearly Met or Not Met on Communicating Reasoning by 3%					

<p style="text-align: center;">Content Standards</p>	<p style="text-align: center;">Academic Domain</p>	<p>Grade K Domain</p> <p>Grade 1st Domain</p> <p>Grade 2nd Domain</p> <p>Grade 3rd Domain</p> <p>Grade 4th Domain</p> <p>Grade 5th Domain</p> <p>Grade 6th Domain</p> <p>Grade 7th Domain</p> <p>Grade 8th Domain</p> <p>Grade 9th Domain HS Algebra - Reasoning with Equation & Inequalities (A-REI)</p> <p>Grade 10th Domain HS Geometry - Expressing Geometric Properties with Equations (G-GPE)</p> <p>Grade 11th Domain</p> <p>Grade 12th Domain</p> <p>Math classes, at all levels, will focus on having students construct viable arguments for their reasoning and critique the reasoning of others.</p>
<p style="text-align: center;">Analysis of Educational Practice</p>	<p style="text-align: center;">Possible Underlying Causes of Low Performance (List only what you have control over)</p>	<p>Students were not used to taking a test online and were not adept in entering mathematical notations electronically. According to the district math TOSA, a lot of students did not utilize their scratch paper to do their work. Also, students were not used to having to explain their answers. In 2015-16, students will be asked to explain their reasoning for their work. Our assessment analysis will show whether students make an improvement in this area.</p>

Basis of Improvement Plan	Using the above information, actions/tasks to be accomplished are developed to meet the objective for the Improvement Plan. Emphasis is on research-based programs/materials (e.g. Latin Word Cells), processes (e.g. Results), instructional strategies (e.g. Socratic teaching/learning) and staff development (e.g. Joyce & Showers effective staff development model research).	
----------------------------------	--	--

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: Department Budgets/General Education
LEA/LCAP GOAL:
1.0 Academic Achievement / 2.0 Effective Instruction/Leadership
SCHOOL GOAL #1:
We expect all students to demonstrate continued and improved academic achievement. To provide a dynamic, high quality instructional program that facilitates life-long habit of intellectual inquiry.
OBJECTIVES:
Provide students an array of enrichment opportunities to expand their educational experience.

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
Provide department budgets to support Common Core	1.0 & 2.0	Ongoing	Principal & Staff	Department Budget - AP	4302 AP TESTING	1000 INSTRUCTION	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	1000.00
				Departments Budget -Art	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1134 ART	LCFF Base	4283.00
				Department Budget - Music	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1135 MUSIC	LCFF Base	4934.00
				Department Budget - Language Arts	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1140 LANGUAGE ARTS	LCFF Base	10217.00

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
				Department Budget - Drama	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1141 DRAMA THEATER	LCFF Base	1500.00
				Department Budget - Journalism	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1142 JOURNALIS M	LCFF Base	600.00
				Department Budget - Foreign Language	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1148 FOREIGN LANGUAGE	LCFF Base	3787.00
				Department Budget - Math	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1150 MATHEMAT ICS	LCFF Base	2629.00
				Department Budget - Science	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1151 SCIENCE	LCFF Base	12655.00
				Department Budget - Computer Technology	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1154 TECHNOLO GY LAB	LCFF Base	3780.00
Provide department budgets to support Common Core	1.0 & 2.0	Ongoing	Principal & Staff	Department Budget - Video Production	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1158 VIDEO PRODUCTIO N	LCFF Base	753.00
				Department Budget - Library Media	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1159 INSTRUCTIO NAL MEDIA	LCFF Base	838.00
				Department Budget - Social Science	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1160 SOCIAL SCIENCE	LCFF Base	2600.00

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
				Department Budget - Sp Ed	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	1000.00
				Department Budget - Health	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1157 HEALTH EDUCATION	LCFF Base	824.00
				Department Budget - Athletics - Girls	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1163 ATHLETICS/ GIRLS	LCFF Base	6298.00
				Department Budget - Athletics	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1162 ATHLETICS	LCFF Base	8500.00
				Department Budget - PE	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1161 PHYSICAL EDUCATION	LCFF Base	953.00
				Department Budget - Counseling	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	1156 COUNSELING/GUIDANCE	LCFF Base	1600.00
				Department Budget - Sp. Ed.	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTION	5773 RESOURCE SPECIALIST	LCFF Base	1000.00
Implementation of Common Core State Standards	1.0 & 2.0	Ongoing	Principal & Staff	General Ed Teach Temp. Hourly Sal - NTE \$3100 sal. + \$400 ben.	1113 TEACHER TEMPORARY SAL	1000 INSTRUCTION	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	3500.00

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
				General Ed - Teacher Sub. Sal. - NTE \$1775 sal + \$225 ben.	1118 TEACHER SUBSTITUTE S SAL	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	2000.00
				General Education - Travel & Conf.	5240 TRAVEL & CONFERENCE	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	500.00
				General Education - Dues & Memberships	5310 DUES & MEMBERSHIP	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	150.00
							SECONDARY		
To provide technology to support the students and staff.	2.0	Ongoing	Principal & Staff	Computer Hardware - > \$500	4411 COMP HARDWARE NO DEP \$500-\$4999	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	5000.00
							SECONDARY		
				Computer Hardware < \$500	4343 COMP HRDWARE UNDER \$500	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	7500.00
							SECONDARY		
				Computer Software > \$500	4412 COMP SOFTWARE NO DEP \$500-\$4999	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	4200.00
							SECONDARY		
				Computer Software < \$500	4342 COMP SOFTWARE UNDER \$500	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	500.00
							SECONDARY		

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: Operating Expenditures
LEA/LCAP GOAL:
1.0 - Academic Achievements/2.0 Effective Instruction/Leadership/ 3.0 Engaged Community/ 5.0 Optimized Resources
SCHOOL GOAL #2:
Maintain supplies, equipment & instructional materials to support a classroom.
OBJECTIVES:
Maintain safe equipment and facilities, support school operations.

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
Maintain instructional supplies, equipment & instructional materials to support classroom learning.	1.0, 2., 3.0 5.0	Ongoing	Principal & Staff	Instructional Supplies - General	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	30403.00
				Office Supplies	4308 OFFICE SUPPLIES	2700 SCHOOL ADMINISTR ATION	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	5000.00
				Lost Textbooks	4112 LOST TEXTBOOKS & CORE MATL	1000 INSTRUCTIO N	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	100.00

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
				Books & Reference	4210 BOOKS & REFERENCE MATERIALS	2420 INSTRUCTIONAL MEDIA & LIBRARY	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	4000.00
				Copier Repairs - Maintenance	5660 CONTRACTS -REPAIRS MAINT.	1000 INSTRUCTION	1149 COPIER	LCFF Base	20000.00
				Copier - Lease	7439 DEBT SERV. PRINCIPAL-OTH OUTGO	9100 DEBT SERVICES	1149 COPIER	LCFF Base	5000.00
				Other Operating Expenditures	5809 OTHER OPERATING EXPENDITURES	1000 INSTRUCTION	1130 GENERAL EDUCATION - SECONDARY	LCFF Base	6000.00

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: Parent and Community Involvements
LEA/LCAP GOAL:
3.0 Engaged Community
SCHOOL GOAL #3:
Establish a culture which encourages positive relationships among our students, staff and parents.
OBJECTIVES:
Ongoing effective, timely communication between school and community.

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)						
				Description	Object	Function	Goal Code	Funding	Amount	
Provide students and parents with information and guidance.	3.0	Ongoing	Principal & Staff	Print Shop	5715	1000			LCFF Base	8000.00
					PRINTSHOP-D/C TRF OF SVCS	INSTRUCTION				
				Postage	5930	1000	1130		LCFF Base	2500.00
					POSTAGE	INSTRUCTION	GENERAL EDUCATION			
							-			
							SECONDARY			

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School Safety
LEA/LCAP GOAL:
4.0 Safe and Respectful Environment
SCHOOL GOAL #4:
A safe and respectful environment is essential to student success.
OBJECTIVES:
To provide students, staff and community a safe, clean, student centered environment.

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
Provide safe environment for students, staff and community	4.0	Ongoing	Principal & Staff	Main. & Op. Overtime - NTE \$2890 Sal + \$610 Ben	2269 MAINT & OPR SUPP OVERTIME SAL	8200 OPERATION S	1177 CUSTODIAL	LCFF Base	3500.00
				Clerical, Tech & Other Office Temp. Hourly - NTE \$825 Sal + \$175 Ben	2433 CLERI,TECH & OTH OFC TEMP HRLY	2700 SCHOOL ADMINISTR ATION	1130 GENERAL EDUCATION -	LCFF Base	4000.00
				Custodial Supplies	4309 CUSTODIAL	8200 OPERATION S	1177 CUSTODIAL	LCFF Base	20000.00
				Vehicle Maintenance	5712 VEHICLE MAINTENA NCE	8200 OPERATION S	1177 CUSTODIAL	LCFF Base	1000.00

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
				Equipment > \$500	4410 EQUIP NO DEP \$500-\$4999	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	500.00
				Contracts - Other Services	5690 CONTRACTS -OTHER SERVICES	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	500.00
Provide students and staff with safe transportation	4.0	Ongoing	Principal & Staff	Mileage - Adm.	5220 MILEAGE	2700 SCHOOL ADMINISTR ATION	1130 GENERAL EDUCATION -	LCFF Base	500.00
				/transportati on - Athletics	5711 TRANSPORT ATION-D/C TRF OF SVCS	1000 INSTRUCTIO N	1162 ATHLETICS	LCFF Base	14,000.00
				Transportatio n - Music	5711 TRANSPORT ATION-D/C TRF OF SVCS	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	4000.00
				Transportatio n - Academic	5711 TRANSPORT ATION-D/C TRF OF SVCS	1000 INSTRUCTIO N	1130 GENERAL EDUCATION -	LCFF Base	2000.00

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: LCFF Supplemental
LEA/LCAP GOAL:
1.0 Academic Achievement; 2.0 Effective Instruction/Leadership
SCHOOL GOAL #5:
We expect all students to demonstrate continued and improved academic achievement. We maintain a high quality instructional program that facilitates life-long habits of intellectual inquiry.
OBJECTIVES:
To provide support services and instructional materials for ELL, at risk and underperforming students.

Actions to be Taken to Reach This Goal	Strategic Initiatives	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
				Description	Object	Function	Goal Code	Funding	Amount
Provide tutoring to ELL, at risk and underperforming students	1.0, 2.0	Ongoing	Principal & Staff	Teacher	1113	1000		LCFF	16088
				Temp. Hourly Salary - NTE \$14320 Sal + \$1768 Ben	TEACHER TEMPORAR Y HRLY SAL	INSTRUCTIO N		Supplement al	
				Instructional Materials & Supplies	4301 MATERIALS AND SUPPLIES	1000 INSTRUCTIO N	1130 GENERAL EDUCATION - SECONDARY	LCFF Supplement al	1321

Annual Evaluation 2014-15

Focus Area 1.0 – Academic Achievement

Student achievement is at the core of the PYLUSD mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.

State Priorities

1-Basic Services, 2-Common Core State Standards Implementation, 4-Pupil Achievement, 7-Course Access and Enrollment and 8-Other Pupil Outcomes

Need/Goals	Action	Outcome(Measurable)
Support site educational goals.	Provide funds to monitor student progress and improve instructional materials.	Site budget expenditures.
Implement CCSS.	Provide departmental funds to support the teaching of Common Core State Standards.	Department budget expenditures. CAASPP results for 2014-15.
Students need an array of enrichment opportunities to expand their educational experience.	Support and promote the use of interactive technology.	Teachers utilized interactive technology in the classroom.
Increase scores on Step Up to Writing by 10% from the beginning of the year until the end for LA 3 and LA 4 students.	Students will be assigned a Step-Up to Writing style assignment in each of their content area classes throughout the year.	There was an increase of approximately 3% on both 11th and 12th grade SUTW assessments from the start of the year until the end of 2014-15. However, both 9th and 10th grades saw an approximate 20% increase in scores on a 4 point scale.
Increase scores on the Early Assessment Program (EAP) by 3%	Teachers will provide CCSS instruction in ELA and Math to support students on the EAP test.	Unfortunately, there was a 10% decrease in the number of students being designated as "college ready" in English according to the EAP. However there was a 2% increase in the number of students deemed "college ready" in Math. As an important note, the EAP assessment was fundamentally different from 2014 to 2015. In 2014, students were assessed using the old CST, but the 2015 students took the new CAASPP.
70% of our students will pass the Math Common Assessment with a 70% or better.	Because we piloted Big Ideas and Pearsons, last year we used 3 different textbooks for Algebra 1, Geometry, and Algebra 2. Trig/Math Analysis is the only course using common assessments since we used the same textbook for all 5 sections.	Students in Trig/Math Analysis passed each chapter test with at least a 74% average. Final exams had a 68% and 70% average pass rate.
95% of our students will pass the CAHSEE in Math.	Algebra 1 and Geometry teachers will provide instruction to help students be successful on the CAHSEE.	96% of students passed the math portion of the CASHEE upon the first try.

Focus Area 2.0 – Effective Instruction/Leadership

A dynamic, high-quality instructional program facilitates life-long habits of intellectual inquiry. We actively engage each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. To this end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

State Priorities

1-Basic Services, 2-Common Core State Standards Implementation and 7-Course Access and Enrollment

Need/Goals	Action	Outcome(Measurable)
Maintain supplies, equipment and instructional materials to support classroom learning.	Maintain current equipment, and provide additional instructional supplies and materials to support classroom learning.	Renew Follett Destiny for the Library, purchase LibraryTrac for collecting usage statistics (which have shown an increase in Library usage), and increase Common Core aligned Library materials for Social Studies, Science and Language Arts.
Help students on the verge of being college ready in English to gain assess to high quality, college-preparatory curriculum.	Targeted students will be enrolled in a specialized Expository Reading and Writing Course (ERWC) course during their senior year.	Two sections of the ERWC class were offered to YLHS students with a 86% student pass (C or above) rate.
Teacher collaboration for student success.	PLC and professional development time will be devoted to sharing best practices, analyzing data from common assessments, and developing standards-based lessons that provide differentiated instruction.	PLC agendas.

Focus Area 3.0— Engaged Community

Stakeholders play a vital role in the educational process. We value their opinions and feedback and seek to involve them in decisions which impact the education of our students. We establish a culture which encourages positive relationships among our students, staff, and parents as well as educational, business, and community partners.

State Priorities

3-Parent Engagement and 6-School Climate

Need/Goals	Action	Outcome(Measurable)
Establish a culture which encourages positive relationships among our students, staff and parents.	Provide parents and students with information and guidance, and support parental involvement at YLHS.	Parent information nights, mailers, Parent Link communication, PTSA involvement, and staff, student and parent survey results.

Focus Area 4.0— Safe and Respectful Environment

A safe and respectful environment is essential to student success. We foster a culture that promotes the emotional health, safety, and well-being of students, staff, and parents.

State Priorities

3-Parent Engagement, 5-Pupil Engagement and 6-School Climate

Need/Goals	Action	Outcome(Measurable)
A safe and respectful environment is essential to student success.	Provide students, staff and community a safe, clean, student centered environment.	Staff, student and parent survey results.
Student and staff safety.	Provide support for participation in co-curricular programs and activities	All transportation to and from events was 100% safe.

Focus Area 5.0— Optimized Resources

A critical measure of a school district’s performance is the effectiveness with which it utilizes and generates resources. We ensure that all fiscal and capital resources maximize educational opportunities.

State Priorities

1-Basic Services

Need/Goals	Action	Outcome(Measurable)
Maintain a high quality instructional program that facilitates life-long habits of intellectual inquiry and academic achievement for all students.	ELL, at risk, and under-performing students will have access to credentialed teachers before and after school for tutoring help in the subjects of English, Math and Spanish.	Student usage of the Library for before and after school tutoring.

Annual Evaluation 2015-16

Focus Area 1.0 – Academic Achievement

Student achievement is at the core of the PYLUSD mission and vision. We expect all students to demonstrate continued and improved academic achievement in order to emerge college and career ready. In addition, students are provided an array of enrichment opportunities to expand their educational experience.

State Priorities

1-Basic Services, 2-Common Core State Standards Implementation, 4-Pupil Achievement, 7-Course Access and Enrollment and 8-Other Pupil Outcomes

Need/Goals	Action	Outcome(Measurable)
California Common Core State Standards Instruction.	Provide department budgets to support Common Core State Standards.	Site and department expenditures.
An array of enrichment opportunities to expand students' educational experiences and engagement.	Provide staff development and technology for support students and staff.	Staff was provided technology training during 8 of our PLCs this year. These trainings ranged from Google Classroom to online programs like Shmoop and Kahoot, Aeries and Edlio.
Staff development to help teachers better be able to address the needs of students.	The Math department will send a teacher to a CAASPP rubric training so we know how to create a rubric when grading students' written explanation.	Representatives from the Math Department went to Curtis Center Math conference to learn more about the CAASPP Performance Task and shared strategies with department. Additionally, Geometry teachers learned new strategies at Professional Development training at the PDA.
Students need opportunities to become more familiar with taking online assessments.	Math teachers will utilize WebAssign in PreCalculus and Calculus where students will be submitting their homework online. WebAssign also provides students with tutorial videos and with the practice problems students need to master each standard. Furthermore, WebAssign organizes students work so they know what they need to review before each test. Algebra 1 and Algebra 2 students will utilize the online assignments provided by BigIdeas. By the time students take the CAASPP test this year, they should be familiar with the process of taking a test online and will know what to do and not be intimidated by the process.	Our data analysis shows that our PreCalculus students did better on their assessments this year compared to previous years. Students are paying attention to details – this is something that wouldn't have been possible had it not been for the online assignments we give this year. In Algebra 2/Trig – the online assignments give teachers more time for instructions instead of going over homework answers.
Increase the number of students who meet or exceed the Communicating Reasoning claim on the Math CAASPP by 3%.	On each assignment and or assessment, students will be asked to explain their reasoning. And students will do a Performance Task in each math class similar to the Performance Task on the CAASPP.	Math common assessments include "Explain your reasoning" and "Error analysis". Students are more familiar with this format and are starting to show improvements on their written work. Very preliminary CAASPP scores show a 1% increase in students scoring above standard in Communicating Reasoning; additionally, there was a 2% decrease in the number of students who were below standards.

<p>Increase the number of students who meet or exceed the Speaking and Listening claim on the ELA CASSPP by 3%.</p>	<p>ELA teachers will use certain Six-Way Paragraphs lessons and have the students answer the provided questions based on an oral reading of the passage. Because the questions are delineated as "subject matter", "supporting detail", "conclusions" "clarifying questions" and "vocabulary in context", teachers can focus on what specific types of questions student struggle with when it comes to answering questions based on an oral reading. Response pads and flip charts can be used to give the teacher and students immediate feedback.</p>	<p>Teachers gave students practice in listening by orally reading the 6 Way Paragraph passages and having students respond to questions. Very preliminary CAASPP scores show an increase of 10% in students scoring above standard on the Listening claim, which exceeds our goal of a 3% increase.</p>
<p>Increase the number of students meeting UC/CSU A-G requirements from our current 68% by 2%.</p>	<p>Provide more access to A-G approved course offerings, and encourage all students to take available courses in order to meet the requirement outlined by the UC/CSU system.</p>	<p>According to current numbers, 69% of the senior class met the UC/CSU A-G requirements.</p>

Focus Area 2.0 – Effective Instruction/Leadership

A dynamic, high-quality instructional program facilitates life-long habits of intellectual inquiry. We actively engage each student in the learning process through the implementation of the core curriculum and effective instructional strategies, including the use of technology. To this end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

State Priorities

1-Basic Services, 2-Common Core State Standards Implementation and 7-Course Access and Enrollment

Need/Goals	Action	Outcome(Measurable)
<p>Maintain supplies, equipment and instructional materials to support classroom learning.</p>	<p>Maintain current equipment, and provide additional instructional supplies and materials to support classroom learning.</p>	<p>Equipment has been maintained throughout the year. Instructional supplies and materials to support classroom learning have been provided to teachers and staff.</p>
<p>Help students on the verge of being college ready in English to gain access to high quality, college-preparatory curriculum.</p>	<p>Targeted students will be enrolled in a specialized Expository Reading and Writing Course (ERWC) course during their senior year.</p>	<p>86 students were enrolled in the ERWC English classes. 95% of these students earned a C or above and are considered “college ready” in English.</p>

Focus Area 3.0— Engaged Community

Stakeholders play a vital role in the educational process. We value their opinions and feedback and seek to involve them in decisions which impact the education of our students. We establish a culture which encourages positive relationships among our students, staff, and parents as well as educational, business, and community partners.

State Priorities

3-Parent Engagement and 6-School Climate

Need/Goals	Action	Outcome(Measurable)
Establish a culture which encourages positive relationships among our students, staff and parents.	Provide students and parents with information and guidance.	Mustang University, AP and Honors Nights, Coffee with the Counselors, Awards Ceremonies and Graduation, Parent Link communication and mail home.

Focus Area 4.0— Safe and Respectful Environment

A safe and respectful environment is essential to student success. We foster a culture that promotes the emotional health, safety, and well-being of students, staff, and parents.

State Priorities

3-Parent Engagement, 5-Pupil Engagement and 6-School Climate

Need/Goals	Action	Outcome(Measurable)
A safe and respectful environment is essential to student success.	Provide a safe, clean environment for students, staff and community.	86% of students, parents and staff reported feeling safe at YLHS according to the 2015-16 YLHS survey.
Student and staff safety.	Provide students and staff with safe transportation.	There have been no incidences of transportation problems in the 2015-16 school year.

Focus Area 5.0— Optimized Resources

A critical measure of a school district’s performance is the effectiveness with which it utilizes and generates resources. We ensure that all fiscal and capital resources maximize educational opportunities.

State Priorities

1-Basic Services

Need/Goals	Action	Outcome(Measurable)
Maintain a high quality instructional program that facilitates life-long habits of intellectual inquiry and academic achievement for all students.	Provide tutoring to ELL, at risk, and under-performing students.	Tutoring in Math and English was provided in the Library before and after school all year long. On average, 80 students attended tutoring each month.

Services for At Risk Students 2015-16

Any student falling below the 39% on a standardized norm-referenced test is considered at-risk. Describe the services offered to these students at the school, including opportunities for increased learning time and efforts to provide services for transition from preschool.

We will continue to focus on connecting our students both academically and through co-curricular/extra-curricular activities at YLHS. Our Associated Student Body will continue with our "Link Crew" program. There are also many "credited" classes students can enroll in which are considered co-curricular: ASB, Yearbook, Newspaper, Advanced Video Production, Band, Jazz Band, Drama, Vocal Ensemble, Academic Competitions, along with Athletics. Over 70% of our student body is enrolled in some form of co-curricular activity. This percentage does not include participation in the over 50 clubs offered on campus.

YLHS teachers will also continue to integrate available technology-- Google Apps for Education (GAFE), Bring Your Own Device (BYOD), document cameras, Active Inspire, smart boards, Chromebooks, computer labs, etc.-- into the curriculum and instruction to support student engagement and differentiate instruction for struggling students.

We have numerous interventions for students that may be considered "At Risk." In our Vital Links class the advisor meets with students everyday and makes sure they stay on task and work to improve their GPA. The Vital Links advisor not only works to improve these students' grades, he also mentors these students to make better life long choices. This program started in 2013-14. From 2010-2013 we had the SERVE Program. It started with ninth through eleventh graders. The students who are placed in Vital Links are students who are not designated special education, have multiple D's and F's and a GPA less than a 2.0. We monitor their progress throughout the year by examining their attendance, discipline, GPA, and if they are involved in co-curricular activities.

We evaluate these programs annually and we see gradual improvement in the students' GPAs. The Vital Links program has shown success at YLHS. The most recent stats indicate over 90% of students' improve annually.

Additionally, we are continuing our "Learning at Lunch" program for all students who have two or more F's on their 1st and 3rd quarter report cards. The program is Monday-Thursday during lunch with a credentialed teacher during the 2nd and 4th quarter. There are also student tutors in the class to help. Students may exit the program by earning passing grades in all classes.

Additionally, starting in 2014-15, all students have free tutoring available for them in the Library before and after school: Monday through Thursday. There are credentialed teachers available (in Math, English and Spanish), along with student tutors provided by the National Honors Society on campus, available to help.

Staff Development

On this page, include a narrative statement about any staff development practices or plans for the current school year. Also include a calendar of staff development activities that took place this school year and projected staff development for the coming school year. This could include roving substitutes so that teachers could visit other teachers' classrooms, plan as teams, etc. It could also include a statement of the site's policy about conference attendance or address the structure of regularly scheduled staff meetings.

NOTE: You must also provide professional development for site-classified staff and volunteers to enable them to perform their services more effectively. Those plans should also be included.

During the August pre-service training, a variety of topics are reviewed with staff:

- Academic Expectations/ Behavior Expectations for Students
- Child Abuse Reporting
- Bullying/ Cyber Bullying
- Sexual Harassment
- Williams Act
- Internet Acceptable Use Agreement
- Uniform Complaint Procedures
- Employee/ Student Non Fraternization
- Goals and Objectives for the School Year
- Attendance Procedures
- Common Core State Standards

In 2015-16, teachers were given departmental time at the start of the school year to develop common assessments and plan lessons collaboratively. Additionally, time was built into the pre-service schedule for individual teachers to work on staff development that was meaningful to their instruction. Throughout the year, teacher training offered through the district Professional Development Academy (PDA) and those funded by CCPT-2 grant funds are available and encouraged.

Throughout the school year, we also use Monday late start days to train teachers. The first Monday of each month is typically an all staff meeting. Additionally, there are approximately two departmental PLCs and one Individual teacher structured planning day each month. Each of these Mondays has some staff development component built in. The WASC review process has involved a number of these training sessions. As we prepare for our three year review, the staff is meeting quarterly to review and stay focused on our WASC goals. One of our WASC goals is to fully implement the available technology and equipment in the classrooms. Our technology expert, Dan Elliot, provides regular optional technology training in the computer lab.

Parent/Community Involvement

In a brief narrative, describe your school's strategies to promote parent involvement. Also describe the opportunities that are offered to parents to become involved in all aspects of the educational process at your school. This could be a calendar of school, district, and PTA events in which parents participate.

Yorba Linda High School offers a variety of parent and community involvement opportunities that contribute to the success of the school. Many parents participate by organizing and managing events, serving as volunteer supervisors for these events and by garnering additional financial assistance that provide support staff, equipment and supplies. The Yorba Linda PTSA offers parents opportunities to provide input on school policy, support for Mustang Pride Day, 8th Grade Round Up, Mustang Academic Achievement Awards Night, Reflections, Career Day, Student of the Month, Mustang University, and Teacher Appreciation Week, as well as serving as chaperons at all dances. PTSA parents are also involved in the August on-campus registration for our students. On top of all of that, our PTSA also publishes a quarterly newsletter that goes out to all YLHS PTSA members.

We are supported by the Yorba Linda parents and have created ties with the businesses in our community. The School Site Council (SSC), English Language Advisory Committee (ELAC), and PTSA are the groups that oversee planning, resource allocation, and receive and give input from the school to the parents and students. The School Site Council and ELAC review the various aspects of the school governance procedures. The SSC and ELAC make suggestions about the SPSA report, testing data, School Safety Report, and budget decisions, as appropriate.

Our PTSA along with our Student Services office has many informative nights for our parents and students.

PSAT

College Road Map

District High School Showcase

PTSA Mock SAT & Review Night

AP Honors Night (Incoming 9th Graders and students considering Honors/ AP classes)

8th Grade Round-Up

College 101

AP Expectations Night

Choosing a College/ College Essay Writing/ NCAA / Financial Aid Nights

Additionally, parents in the Performing Arts programs give an enormous amount of time and finances to their students' organization.

Parents feel welcome and are encouraged to visit our school at any time. Administration and counselors have an open door policy and teachers are requested to return phone calls and emails within 24 hours. Additionally, we offer guided campus tours the first Monday of each month for anyone interested in seeing the campus.

Communication is extremely important not only for our staff but also for our parents and the community. Parents receive information in a variety of ways. We have a PTSA Newsletter, an online student newspaper (with a mobile app), The Wrangler, school wide Parent Link announcements that are sent home via phone and email, college and scholarship email blasts, along with our amazing school website: www.YLHS.org.

In order to determine the efficacy of our school and our programs, we send out an electronic parent survey online once a year. Feedback offered on this survey is presented to the Leadership Team, SSC and ELAC, and is used to make decisions and help guide changes.

In 2012-2013, YLHS went through the WASC Self Study Process. A parent committee was formed to provide input for this. 2015-16 marks our 3 year WASC accreditation review. As this process continues, parent input remains critical.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF Base	224,104	0.00
LCFF Supplemental	17,409	0.00
Allocation Totals:	241,513	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Base	224,104.00
LCFF Supplemental	17,409.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1113 TEACHER TEMPORARY HRLY SAL	19,588.00
1118 TEACHER SUBSTITUTES SAL	2,000.00
2269 MAINT & OPR SUPP OVERTIME SAL	3,500.00
2433 CLERI,TECH & OTH OFC TEMP HRLY	4,000.00
4112 LOST TEXTBOOKS & CORE MATL	100.00
4210 BOOKS & REFERENCE MATERIALS	4,000.00
4301 MATERIALS AND SUPPLIES	100,475.00
4302 AP TESTING	1,000.00
4308 OFFICE SUPPLIES	5,000.00
4309 CUSTODIAL	20,000.00
4342 COMP SOFTWARE UNDER \$500	500.00
4343 COMP HRDWARE UNDER \$500	7,500.00
4410 EQUIP NO DEP \$500-\$4999	500.00
4411 COMP HARDWRE NO DEP \$500-\$4999	5,000.00
4412 COMP SOFTWARE NO DEP \$500-\$4999	4,200.00
5220 MILEAGE	500.00
5240 TRAVEL & CONFERENCE	500.00
5310 DUES & MEMBERSHIPS	150.00
5660 CONTRACTS-REPAIRS MAINT.	20,000.00
5690 CONTRACTS-OTHER SERVICES	500.00
5711 TRANSPORTATION-D/C TRF OF SVCS	20,000.00
5712 VEHICLE MAINTENANCE	1,000.00
5715 PRINTSHOP-D/C TRF OF SVCS	8,000.00
5809 OTHER OPERATING EXPENDITURES	6,000.00
5930 POSTAGE	2,500.00
7439 DEBT SERV. PRINCIPAL-OTH OUTGO	5,000.00

Object Codes w/ Fixed Rate Costs

Object Type	Object Type Total	Fixed Rate Cost		Total

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1113 TEACHER TEMPORARY HRLY SAL	LCFF Base	3,500.00
1118 TEACHER SUBSTITUTES SAL	LCFF Base	2,000.00
2269 MAINT & OPR SUPP OVERTIME SAL	LCFF Base	3,500.00
2433 CLERI,TECH & OTH OFC TEMP HRLY	LCFF Base	4,000.00
4112 LOST TEXTBOOKS & CORE MATL	LCFF Base	100.00
4210 BOOKS & REFERENCE MATERIALS	LCFF Base	4,000.00
4301 MATERIALS AND SUPPLIES	LCFF Base	99,154.00
4302 AP TESTING	LCFF Base	1,000.00
4308 OFFICE SUPPLIES	LCFF Base	5,000.00
4309 CUSTODIAL	LCFF Base	20,000.00
4342 COMP SOFTWARE UNDER \$500	LCFF Base	500.00
4343 COMP HRDWARE UNDER \$500	LCFF Base	7,500.00
4410 EQUIP NO DEP \$500-\$4999	LCFF Base	500.00
4411 COMP HARDWRE NO DEP \$500-	LCFF Base	5,000.00
4412 COMP SOFTWARE NO DEP \$500-	LCFF Base	4,200.00
5220 MILEAGE	LCFF Base	500.00
5240 TRAVEL & CONFERENCE	LCFF Base	500.00
5310 DUES & MEMBERSHIPS	LCFF Base	150.00
5660 CONTRACTS-REPAIRS MAINT.	LCFF Base	20,000.00
5690 CONTRACTS-OTHER SERVICES	LCFF Base	500.00
5711 TRANSPORTATION-D/C TRF OF SVCS	LCFF Base	20,000.00
5712 VEHICLE MAINTENANCE	LCFF Base	1,000.00
5715 PRINTSHOP-D/C TRF OF SVCS	LCFF Base	8,000.00
5809 OTHER OPERATING EXPENDITURES	LCFF Base	6,000.00
5930 POSTAGE	LCFF Base	2,500.00
7439 DEBT SERV. PRINCIPAL-OTH OUTGO	LCFF Base	5,000.00
1113 TEACHER TEMPORARY HRLY SAL	LCFF Supplemental	16,088.00
4301 MATERIALS AND SUPPLIES	LCFF Supplemental	1,321.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,101.00
Goal 2	70,503.00
Goal 3	10,500.00
Goal 4	50,000.00
Goal 5	17,409.00

Preliminary PYLUSD Centralized Categorical Budget, 2015-16

During the 2015-16 school year, the following activities will be provided centrally rather than by individual school sites. For efficiency and consistency, School Site Councils agree to have the district centrally provide these activities.

Due to the changes in funding structure under the new Local Control Funding Formula, the only categorical budgets with centralized services that require School Site Council approval are Title I and Title III. The former EIA-LEP and SLIBG budgets are now part of the district general fund budgets, rather than separate categorical budgets..

Category of required set-aside funds	Amount Title I	Amount Title III
Homeless services	\$25,642	0
Professional development	\$512,830	0
Supplemental Educational Services (SES) Tutoring) and transportation for NCLB transfers	\$512,830	0
Parent involvement	\$25,642	0
Administrative cost	\$384,623	0
Direct services for English learners		\$80,609
Indirect Cost	\$79,405	6,000
Total	\$1,540,972	\$86,609

Title I centralized expenditures: Required set –asides include homeless, professional development, supplemental educational services (tutoring at Title I schools in year 2 or more of program improvement), transportation, and parent involvement. Centralized funds in the administrative cost category will be used for instructional materials, School Readiness Preschool, Positive Behavior Intervention Support (PBIS) and to partially pay for the CASA program administrator.

Title III centralized expenditures: Title III centralized funds will be used to provide additional materials, intervention teachers and direct support to meet the needs of English learners.

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	Term of Service	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dave Flynn	7th Year	X				
James Hay	2nd Year		X			
Amber Ferris	4th Year		X			
Noelle Toxqui	1st Year		X			
Jennifer Pilkenton	2nd Year		X			
Lisa (Sterling) Logas	1st Year			X		
Barbara Buckley	2nd Year				X	
Ryan Bent	2nd Year				X	
Daniela Picciotta	2nd Year				X	
Adam Carrillo	2nd Year					X
Deborah You	1st Year					X
Kyncee Stine	3rd Year					X
Numbers of members of each category:		1	4	1	3	3

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)**:

X English Learner Advisory Committee

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 November 4th, 2015.

Attested:

Dave Flynn

Typed Name of School Principal

Signature of School Principal

Date

Ryan Bent

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date