



Student Achievement Workshop Report

School: Dos Pueblos Senior High School
Principal: Bill Woodard
School year: Spring 2017

1. What does the student achievement data tell you?

The rate of participation in and student performance on CAASPP increased in 2015-2016 over the prior year. With 97% participation, 70% met or exceeded the standard for ELA, 56% for math. All subgroups improved in both ELA and math with the exception of English Learners, a subgroup whose size and characteristics shifted after historically high rates of reclassification followed the establishment of new eligibility criteria. A significant gap exists between the percentage of White and Latino students who met or exceeded the standard (30 percentage points for ELA, 40 percentage points for Math). SED Students and Students with Disabilities made gains in terms of the percentage of students meeting or exceeding the standard but have low rates of proficiency overall. While the overall graduation and A-G completion rate for Dos Pueblos is increasing and is higher overall and for all subgroups than the District-wide rates, rates are lower for ELs and significantly lower for Special Education students than other subgroups. Notably, while there has been a significant increase in enrollment in advanced learning courses, particularly for Latino and SED students, exam passage rates have increased; at the same time, there remains significant disproportionality in enrollment in DP's "academies."

There were significant decreases in truancy and chronic absenteeism rates compared to the two prior years, with disproportionately high rates of absenteeism for Special Education students persisting. Rates of suspension and expulsion remain low with a declining trend. Most students feel safe at school but only half feel highly connected and there are gaps in subgroup data on these indicators. The vast majority of parents believe the school welcomes parents' contributions and allows and/or seeks input of parents before making important decisions.

2. What are you doing in response?

This year we are committed to continuing to educate staff, students, and parents about the relevance and value of CAASPP, the importance of fulfilling the A-G requirements, and the importance of developing and sustaining a culturally proficient and responsive school climate for all students, staff and parents. We are revising and resubmitting our Career Technical Education courses to be A-G approved to bolster the # of opportunities for students to complete their A-G requirements.

Specifically, we will undertake the following actions: a) continued professional learning--with a heavy emphasis on structured collaboration around student work, instructional strategies and cultural proficiency, b) differentiated supports--for students taking an advanced learning course for the first time and for students with disabilities in the general education setting, and c) continuing to reduce rates of absenteeism through a dedicated administrative position.

3. In what ways is this different than last year's response?

While last year marked a sort of "new beginning" and, thus, baseline year in terms of the alignment of data systems and goal-setting in response to student data, this year we have significant concrete growth to celebrate in terms of overall student achievement. These overall gains will bolster our renewed focus on specific goals for specific subgroups. Examples include: decreasing the CAASPP achievement gap between Whites and Latinos, honing in on the barriers and supports for Special Education students (specifically in the realms of A-G completion and attendance), and the continued expansion of access to advanced learning (particularly for Honors, DPEA, and IB).



Dos Pueblos Senior High School

The Single Plan for Student Achievement

CDS Code: 42-76786-4231726
District: Santa Barbara Unified School District
Principal: Bill Woodard
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:

Contact Person: Bill Woodard
Position: Principal
Phone Number: (805) 968-2541 ext. 4503
Address: 7266 Alameda Ave.
Goleta, CA 93117
E-mail Address: bwoodard@sbunified.org

The District Governing Board approved this revision of the SPSA on May 23, 2017.

Table of Contents

School Vision and Mission.....	4
School Profile	4
Comprehensive Needs Assessment Components	4
Data Analysis.....	4
Surveys.....	5
Classroom Observations	5
Analysis of Current Instructional Program	5
LCAP Goal 1.....	7
Access and Equity: Planned Improvements	7
CSU/UC A-G Completion	9
LCAP Goal 2.....	10
Student and Family Engagement: Planned Improvements	10
Annual Attendance	13
Cohort Graduation and Drop Out	14
LCAP Goal 3.....	15
College and Career Readiness: Planned Improvements	15
English Learner Progress	19
English Learner Reclassification	20
CAASPP Results (All Students)	21
CAASPP Results (Hispanic or Latino of Any Race)	22
CAASPP Results (White)	24
CAASPP Results (Economically Disadvantaged)	25
CAASPP Results (Students w/ Disabilities).....	27
CAASPP Results (English Learner)	29
Physical Fitness Test.....	31
Summary of Expenditures in this Plan.....	32
Total Allocations and Expenditures by Funding Source	32
Total Expenditures by Object Type	33
Total Expenditures by Object Type and Funding Source	34
Total Expenditures by Goal	35
School Site Council Membership.....	36
Recommendations and Assurances	37

School Vision and Mission

Dos Pueblos Senior High School's Vision and Mission Statements

The school community will provide all students with instruction and support to achieve success through engaging, relevant curriculum while developing life-long learners who contribute positively and effectively in their world.

Academic Achievement

- Think creatively and critically to solve problems and address issues.
- Apply deductive and inductive reasoning skills to express understanding.
- Create products or artistic works that demonstrate imaginative ideas.
- Read, write, speak and understand English with a purpose.
- Comprehend, synthesize, convey and evaluate information effectively in verbal, written, and artistic media.
- Know and apply the core concepts of all academic disciplines as set forth in the Common Core Standards and demonstrated on the Smarter Balanced assessments.
- Pursue knowledge of career opportunities and education beyond high school.

Relationships

- Expect ethical, courteous, and cooperative behavior.
- Make positive contributions to our classrooms, school, and community.
- Mediate and resolve issues by taking responsibility and through communication.
- Build an atmosphere of safety, mutual respect, and tolerance for differing beliefs and lifestyles.

Environment

- Build an environment of acceptance and cultural proficiency as cornerstones to the school's climate, resulting in interconnectedness.
- Cultivate a commitment to care for the environment.
- Be accountable for all district, school, and classroom rules.
- Be physically, emotionally, socially, and globally responsible for our resources.
- Demonstrate digital citizenship in an ever-changing technological society.

School Profile

Black or African-American 1.4%, American Indian or Alaskan Native 0.3%, Asian 7.2%, Filipino 0.7%, Hispanic or Latino 43.9%, Hawaiian Native or Pacific Islander 0.1%, White 42.1%, Two or More Races 4.1%, Socioeconomically Disadvantaged 33.2%, English Language Learners 12.4%, Students with Disabilities 12.8%

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).

All stakeholders are invited to participate in surveys to inform school-wide initiatives. The ELAC surveys parents of English Learners through the ELAC Needs Assessment. All parents are invited and all students and staff participate in the Healthy Kids Survey. All 9th, 10th, and 11th graders participate in the EOS Student Survey (grades 9-11) regarding their participation and knowledge in the areas of AP, IB, and Dual Enrollment courses. All students take surveys regarding their feedback regarding our Seminar Embedded Support program.

Classroom Observations

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

The administrative team conducts weekly informal walk-through observations. Formal observations are conducted according to SBTA contract regulations (50% of our certificated staff is formally observed and evaluated yearly). The feedback from our informal and formal observations/evaluations reveals that we have made progress around school-wide norms in regards to essential questions, literacy strategies, and student-centered instruction. The instructional focus for 2017-18 will emphasize implementation of project-based, inquiry-based, and interdisciplinary learning experiences.

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)

The 2015-16 SBAC Summative Assessment Data highlighted that while DPHS made gains in closing the achievement gap between white and Hispanic/Latino students (6% decrease in math; 1% decrease in ELA), much more work is needed. This year, we undertook a number of steps in response to the data: 1) continuing our work on Cultural Proficiency through participation in IEE and Talking in Class, and working with experts to implement more culturally relevant texts; 2) Continue to implement SBAC interim assessments in grades 9-10 to better help prepare students for their 11th grade summative assessments; 3) identified a strategic focus in the area of student engagement with the expectation that implementing more project-based, inquiry-based, and interdisciplinary learning experiences will improve student engagement and thus improve skills.

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

This is an area of focus for the 2017-18 school year. Current use of data to monitor student progress and modify instruction is inconsistent. While there are pockets of strength (e.g. English teachers using the results of CFA's and STAR reading lexile assessments to inform and modify instruction), school-wide implementation of common formative assessments is the expectation in 2017-18.

Staffing and Professional Development

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

Staff development in 2016-17 focused on two key areas: Cultural Proficiency and Student Engagement. In an effort to address both of these areas, the DPHS Leadership team (made up of elected teacher representatives) developed a strategic focus for 2017-18 to implement project-based, inquiry-based, and interdisciplinary learning experiences in all our courses.

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

District teachers on special assignment (TOSAs) provide support and professional development to DPHS faculty in four areas: English, math, science, and social studies. Each month, our site-based tech coach Gina Pearce along with tech integrators and tech mentors, provides training in the area of educational technology. Currently, our math and world language teachers are working in district committees to select and implement new instruction materials.

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

All teachers participate in Professional Learning Communities (PLCs) where teachers are grouped by course or subject matter (e.g. all English 10 teachers collaborate weekly in our English 10 PLC). In 2016-17, teachers in PLCs focused on curriculum development and refinement, implementation of common formative assessments (CFAs), and review/adoption of new instructional materials.

Teaching and Learning

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

The Common Core State Standards are the basis for DPHS's aligned curriculum and instruction practices. All 11th grade students participate in the SBAC summative assessments. Quarterly common formative assessments are implemented in ELA and math, and are currently being developed for other departments.

Opportunity and Equal Educational Access

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

DPHS's seminar program provides embedded support for students whose grades fall below a D-F. Supports include the DPHS Math Center, DPHS Writing Center, Guided Studies, Charger Student Teacher program for peer tutoring, targeted tutorials, and social-emotional supports. DPHS also offers specific math and English learner support courses to support students with specific needs in these respective areas. In addition, math support classes help students who are struggling in the integrated math sequence with development of basic skills and assistance with their math coursework.

Parental Involvement

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

This year, DPHS began participating with the PEAC program--wrap around services to support our AVID 9 students (targeted evening tutoring, specialize counseling, etc.). In conjunction with UCSB and Cal-SOAP, DPHS also supports our after school Pathways class where students receive tutoring and help with homework in a supervised, supportive setting. As stated above, our Seminar program provides embedded support to students in a number of ways (targeted tutoring, Guided Studies, student-mentoring/tutoring).

Funding

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

Please refer to the "Budget by Expenditures Report" attached to the back of this Single Plan.

10. Fiscal support (EPC)

Please refer to the "Budget by Expenditures Report" attached to the back of this Single Plan.

LCAP Goal 1

Access and Equity: Planned Improvements

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: LCAP Goal 1 - Cultural Proficiency and Course Access
LEA/LCAP GOAL:
Through organizational transformation, develop a culturally proficient district to ensure success for all students.
SCHOOL GOAL:
1) Decrease the gaps in the rates of school connectedness and safety between whites and both Latino and SED students by 3 percentage points, while increasing the rates of students feeling safe and connected to school for all students by 5 percentage points.
2) Decrease the gaps in Academy enrollment rates between whites and other subgroups by 3 percentage points.
Data Used to Form this Goal:
1) Cal-SCHLS data 2) Aeries data
Findings from the Analysis of this Data:
1) While virtually all staff members perceive school to be safe for students and staff, approximately 1/3 of all students do not feel safe at school. There is roughly 8-point gap between Latino and SED students (64% and 62%, respectively) and White students (71%) who indicated they feel safe at school. Roughly half of DP's students feel highly connected to school with a 10-point gap between White students and both Latino and SED students (53% and 43%, respectively).
2) Higher proportions of white students enroll in academies such as the DPEA and IB Diploma Programme than other students; White students enroll at 3-5 times the rate of other subgroups.
How the School will Evaluate the Progress of this Goal:
1) Cal-SCHLS survey 2) Analysis of course request and admissions data
Where can a budget plan of the proposed expenditures for this goal be found?
LCAP Title I Site Budgets

Strategy:

1) Support staff in developing cultural proficiency. Targeted active outreach and education re: academy offerings.

2) Adopt additional texts to support cultural proficiency and provide windows and mirrors for students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand Summer Bridge for At-Risk Students	Summer 2017	Bill Woodard	Summer Bridge Academic Support for Incoming At-Risk Students	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I - 3010	1100.00
Professional Learning about Cultural Proficiency	2017-18	Principal	Institute for Equity in Education (Just Communities) - Professional Development	5000-5999: Services And Other Operating Expenditures	Title I - 3010	5872
			Talking in Class (Just Communities)	5000-5999: Services And Other Operating Expenditures	Title I - 3010	1500
			STAR Literacy Training	5000-5999: Services And Other Operating Expenditures	Title I - 3010	300
Support for EL Reclassification Process	2017-18	Bill Woodard / Linda Guerena	CELDT Testers (0899)			
Adopt novels/texts to diversify and update English Dept. Curriculum (Windows and Mirrors)	Summer 2017	Heather Magner / Lauren Berlin	Instructional Materials (6300)			

CSU/UC A-G Completion

The source of data for A-G Completion is the most recent California Department of Education (CDE) official report.

UC/CSU A-G Course Completion

Dos Pueblos Senior High School	2013-14		2014-15		2015-16	
	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
Hispanic or Latino of Any Race	198	70 (35.4%)	217	126 (58.1 %)	N/A	N/A
White	200	142 (71.0%)	212	175 (82.5 %)	N/A	N/A
English Learner (EL)	19	1 (5.3%)	31	4 (12.9 %)	N/A	N/A
Socioeconomically Disadvantaged	142	47 (33.1%)	164	82 (50.0 %)	N/A	N/A
Foster Youth					N/A	N/A
All Students	497	283 (56.9%)	496	358 (72.2 %)	N/A	N/A

Conclusions based on this data:

2014-2015 saw the highest rates of A-G completion for all students and all subgroups; increases in the number and percentage of Latino students fulfilling A-G requirements in recent years was particularly notable.

LCAP Goal 2

Student and Family Engagement: Planned Improvements

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: LCAP Goal 2 Student and Family Engagement
LEA/LCAP GOAL: Engage students, families, and the community in effective educational partnerships.
SCHOOL GOAL: 1) Reduce Chronic Absenteeism rate to no more than 6% for all students and 10% for EL and Special Education students (currently 14.7% and 14.4% respectively). 2) Increase graduation rate to 90% for English Learners and 85% for Special Education students. 3) Increase response rate on parent surveys to 35%. Support parent/family engagement by expanding and improving translation and interpretation services.
Data Used to Form this Goal: 1) Attendance data (rates of attendance, truancy, and chronic absenteeism). 2) Graduation and dropout rate data. 3) Survey data.
Findings from the Analysis of this Data: 1) School attendance is improving overall and for all subgroups, rates of chronic absenteeism and truancy have decreased significantly with the addition of our "Dean of Students" position and more targeted attendance intervention measures (e.g as of 3/30, rate of chronic absenteeism dropped from 9.5% in 2015-16 to 6.3% in 2016-17; truancy rate decreased from 24.4% to 16.3%). 2) Graduation rates are increasing overall, with room to improve for English Learners and especially Special Education students. 3) Parent involvement at Dos Pueblos is strong among survey respondents; a larger sample size would provide a more accurate representation of parent involvement.
How the School will Evaluate the Progress of this Goal: 1) Attendance data (rates of attendance, truancy, and chronic absenteeism). 2) Graduation and dropout rate data.

3) Survey data.

Where can a budget plan of the proposed expenditures for this goal be found?

Site budgets, Community of Schools budget

Strategy:

- 1) Continue parent engagement and parent education classes to support increase parent participation and partnerships
- 2) Expand and improve translation and interpretation services.
- 3) Continue to support students who are new to our school who only speak Spanish to access courses and make progress toward graduation.
- 4) Improve the successful inclusion of Sp Ed students in the General Education setting through effective co-teaching, sunsetting of "I.I." periods in favor of more targeted intervention, and the implementation of differentiated instructional strategies.
- 5) Develop a strategic communication and survey administration plan through the use of more accurate student/parent contact data, the use of ParentSquare, and face-to-face communication.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide adequate support personnel to departments responsible for promoting college and career readiness	2017-18	Bill Woodard; Brisa Hurtado	Bilingual Instructional Aide	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Supplemental/Conce ntration Grant - 0790	32,202.03
Support for Parent Involvement	2017-18	Principal/Bilingual Community Coordinator/Commu nity Partners (UPPU, Community of Schools)	Summer hours for Bilingual Community Coordinator to assist with online registration (0899) Ensure language access by providing interpretation services (0899) Parent Education Additional Parent Education (donations account Community Schools Grant - \$3000).	5800: Professional/Consulti ng Services And Operating Expenditures	Title I - 3010	5000.00
Support Special Education teachers to provide effective instruction and case management	2017-18	Principal/Admin Designee for Special Education	Establish IEP Meeting Coordinator (0899) Provide release days to Case Managers for			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			progress reporting (0899)			
Intervention/Support Programs for Struggling Students	2017-18	Principal	Summer Learning Recovery (0899) Summer Counseling (0899) Saturday School Supervision (0899) Credit Recovery-Support Students in recovering credits toward graduation during the school year. Pathways Intervention Center - Additional Hours (0899)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Supplemental/Conce ntration Grant - 0790 Supplemental/Conce ntration Grant - 0790	6352.97 8000.00

Annual Attendance

The source of this data is the District student information system's student attendance records.

Annual Attendance Rate (P-2)

	2014-15	2015-16	2016-17
Dos Pueblos Senior High School	93.8%	92.6%	93.1%

Conclusions based on this data:

There was a slight increase in the annual attendance rate. We will continue to monitor the impact of our efforts around attendance issues (Dean position, Attendance letters, etc.).

Cohort Graduation and Drop Out

The data for high school drop out and graduation comes from the most recent California Department of Education (CDE) official reports.

Cohort Dropout Rate

Dos Pueblos Senior High School	2013-14		2014-15		2015-16	
	Number of Dropouts	Dropout Rate	Number of Dropouts	Dropout Rate	Number of Dropouts	Dropout Rate
Hispanic or Latino of Any Race	*	4.7	*	1.3	N/A	N/A
White	*	3.3	*	2.3	N/A	N/A
English Learner (EL)	*	9.6	*	4.8	N/A	N/A
Socioeconomically Disadvantaged	13	6.5	*	2.8	N/A	N/A
Special Education	*	6.1	*	4.9	N/A	N/A
Foster Youth					N/A	N/A
All Students	19	3.6	*	1.9	N/A	N/A

Conclusions based on this data:

The dropout rate for DP reached its lowest point in SY 2014-2015. Dropout rates for EL and Special Education students show a steep decline over multiple years but remain higher than other subgroups. Dropout rates at DP are significantly lower than the overall SBUSD dropout rates for all subgroups and for students overall.

Cohort Graduation Rate

Dos Pueblos Senior High School	2013-14		2014-15		2015-16	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
Hispanic or Latino of Any Race	197	93.4	217	95.6	N/A	N/A
White	204	95.8	214	96.8	N/A	N/A
English Learner (EL)	64	87.7	73	88.0	N/A	N/A
Socioeconomically Disadvantaged	182	91.0	197	93.4	N/A	N/A
Special Education	58	87.9	65	80.3	N/A	N/A
Foster Youth					N/A	N/A
All Students	499	95.2	498	95.8	N/A	N/A

Conclusions based on this data:

The overall graduation rate is stable at the 95-96% range over multiple years. In general, rates have improved for Latino, EL, and Special Education students, with rates lower for ELs than other subgroups and rates significantly lower for Special Education students than other subgroups. Graduation rates are higher at Dos Pueblos than in the District overall, for all students and for all subgroups.

LCAP Goal 3

College and Career Readiness: Planned Improvements

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: LCAP Goal 3 College and Career Readiness
LEA/LCAP GOAL:
Preparing Students for Life, Learning and Work in the 21st Century
SCHOOL GOAL:
1) Students will demonstrate college readiness by meeting or exceeding standards through CAASPP with the ELA target 75% and the Math target: 60% for 2017, and/or by meeting eligibility/assessment criteria for college courses (WASC Action Plan Goal #1).
2) Increase A-G completion rates for statistically significant underperforming subgroups annually by the following percentages: SED (5%), EL (10%), Sp Ed(10%).
3) Enhance the career readiness of all students by promoting engagement in the classroom, relevant learning, and positive community involvement by expecting all PLCs to demonstrate evidence of project-based and/or interdisciplinary learning.(WASC Action Plan Goal #3).
Data Used to Form this Goal:
1) CAASPP data
2) A-G completion rate data
3) Feedback from employers and institutions of higher learning, current research, outcomes associated with professional development, walkthrough data.
Findings from the Analysis of this Data:
1) The percentage of DP students who met or exceeded standard on CAASPP continues to climb (70% for ELA and 56% for Math in Spring 2016).
2) The A-G completion rate for Latino students increased significantly --more than 20 percentage points--over the past 4 years in conjunction with a focus on cultural proficiency initiatives as well as the effort to recruit more underrepresented students into advanced learning courses. This success stimulates the drive to make significant and historic similar impact for our most underperforming subgroups.

3) Our professional learning during the "best practices rotations" last school year yielded conclusions about the qualitatively positive difference in learning outcomes for students where project-based and/or inter-disciplinary learning is in place. We acknowledged that students in many of our classrooms need to meaningfully apply and connect learning in order to be prepared for the world of work.

How the School will Evaluate the Progress of this Goal:

- 1) CAASPP data
- 2) A-G completion rate data
- 3) Project-based and/or interdisciplinary lessons (NEO), Walk-throughs, Partners in Education Data, CTE Pathway Completion Data, CTEIG Evidence Chart

Where can a budget plan of the proposed expenditures for this goal be found?

Site Budgets and CTEIG application

Strategy:

- 1) a) ELA and math teachers for grades 9-11 will administer Smarter Balanced interim assessments.
 - b) In PLCs, ELA and math teachers will administer quarterly Common Formative Assessments modeled after SBAC and/or college placement assessments and subsequently analyze results of interim assessments and CFAs on a quarterly basis in order to identify students for intervention and to inform instruction.
 - d) Science teachers will develop and administer CFAs that target literacy standards for science and incorporate the implementation of NGSS.
 - e) Social Studies teachers will develop and administer CFAs that target literacy standards for social studies.
- 2) a) Expand A-G course offerings.
 - b) Provide differentiated academic support to promote student success by utilizing research-based instructional strategies as well as Seminar assignments for intervention.
 - c) Expand and provide support to improve co-teaching.
 - d) Transform Individual Instruction classes and replace with targeted, skill-specific interventions to address individual areas of need.
 - e) Continue to accelerate the reclassification process and vigilantly monitor RFEP students to increase A-G eligibility of English Learners.
- 3) a) Generate and execute a strategic plan for expanding career technical education pathways (outreach, recruitment).
 - b) Ensure that each PLC develops and implements project-based and/or interdisciplinary learning experiences that infuse curriculum with real-world applications.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand students' experience with college-level and real-world learning	2017-18	John Dent, Marian Musmecci & Various	DPEA Service Learning (0899) IB Extended Essay Coordination (Donations Account) IB Extended Essay Supervision (Donations Account) IB Postage and Proctoring			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support (Donations Account)			
Provide adequate support personnel to departments responsible for promoting college and career readiness	2017-18	Bill Woodard (Rocio Aguilera, Anita Pulido, Brisa Hurtado)	Expand Career Center Tech Hours (Donations Account) Expand Counseling Office Assistant Hours (Donations Account) SBAC Proctoring Support (0899)			
Professional Development and Support	2017-18	Bill Woodard	English Readers (0899) IB Professional Development (0899) UCSB Counselor Conference (0899) Project-Based/Inquiry-Based Learning Workshops (0899) Literacy Workshops (0899) SpEd Release Days for progress reporting (0899) EL/SpEd SELPA Training (0899)	None Specified None Specified		
Textbooks and Instructional Supplies	2017-18	Bill Woodard, Heather Magner	Books and Instructional Supplies (\$118,900 out of 6300). Art/Music Block Grant (Donations Account) Department Supply Allocations (0899)			
Technology	2017-18	Bill Woodard	Tech Accessories to support classroom instruction (0899) iTunes Apps for Teachers (0899) Chromebook/iPad Cart Devices (0899)			
AVID	2017-18	Kevin McKee	Field Trips for AVID Students College Fair	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	Supplemental/Concentration Grant - 0790 Supplemental/Concentration Grant - 0790	4000.00 800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Seminar Supports	2016-2017	Robin Selzler, Kortnie Cruz	Seminar Coordinator	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Supplemental/Conce ntration Grant - 0790	39042.00
			Seminar Supports (0899)			
			Guided Students Coordinator	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I - 3010	3500.00
			Guided Studies Instructors (0899)			

English Learner Progress

The source of this data is a combination of the most recent California Department of Education (CDE) official reports of Title III Accountability and English Learner Progress and Proficiency.

Percentage of ELs Making Annual Progress in Learning English	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual CELDT Takers	220	157	N/A
Percent with Prior CELDT Scores	100%	100.0%	N/A
Number in Cohort	220	157	N/A
Number Making Progress	149	77	N/A
Percent Making Progress	67.7%	49.0%	N/A

Percentage of ELs Attaining the English Proficient Level on the CELDT	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	39	194	27	148	N/A	N/A
Number Attaining English Proficient Level	13	114	6	50	N/A	N/A
Percent Attaining English Proficient Level	33.3%	58.8%	22.2%	33.8%	N/A	N/A

Conclusions based on this data:

74.3% of English Learners moved up at least one performance level in CELDT from 2014 to 2015 or maintained Early Advanced/Advanced Proficient. This percentage includes English Learners who were reclassified between July 1, 2013 to June 30, 2014. This is a 5.3% increase over the previous year's data. The increase most likely is due to improved systems for communicating the Reclassification criteria and improvements in the Reclassification process.

English Learner Reclassification

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Dos Pueblos Senior High School	2013-14	2014-15	2015-16
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	63 (27.6%)	9 (4.1%)	82 (30.0 %)

Conclusions based on this data:

Dos Pueblos began to accelerate the reclassification process in advance of the District, which is why our rates are comparatively higher in 2013-2014 and lower in 2014-2015. By 2015-2016, the new reclassification criteria were established district-wide and Dos Pueblos posted a significant number and percentage of reclassified students. It is important to recall that CDE measures reclassification on an Oct-Oct cycle, and is about a year behind. Data for 2015-16 reflects reclassification rate as of Oct. 2015.

CAASPP Results (All Students)

The source of this data is the most recent California Department of Education (CDE) official report of CAASPP results.

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	542	484	501	470	495	468	92.4	96.9

* 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	2623.9	2629.1	35	35	31	35	19	19	14	12

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	44	43	43	44	13	14

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	43	44	40	42	17	14

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	28	26	58	64	14	10

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	44	43	45	48	10	9

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	542	484	498	469	490	467	91.9	96.9

* 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	2619.7	2637.1	29	33	20	23	19	19	31	25

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	42	45	27	25	32	30	

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	31	34	44	43	26	24

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	31	37	48	46	20	17

CAASPP Results (Hispanic or Latino of Any Race)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino								
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	542	209	205	204	200	202	37.8	97.1

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

Overall Achievement for Hispanic or Latino										
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	2574.5	2584.7	17	19	31	33	28	29	22	19

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	25	26	55	52	21	22

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	24	25	48	51	28	23

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	16	19	61	64	24	16

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	29	27	55	60	17	13

CAASPP Results (Hispanic or Latino of Any Race)

Mathematics

Overall Participation for Hispanic or Latino								
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	542	209	205	203	199	202	37.8	97.1

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

Overall Achievement for Hispanic or Latino										
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	2541.3	2568.5	8	14	14	18	24	27	51	41

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	16	24	31	30	53	46

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	12	13	46	46	42	41

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	12	17	56	57	32	26

CAASPP Results (White)

English Language Arts/Literacy

Overall Participation for White								
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	542	231	211	222	210	222	38.9	96.5

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

Overall Achievement for White										
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	2655.5	2663.4	45	46	33	36	13	12	8	6

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	56	57	37	35	7	8

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	54	58	35	35	10	7

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	33	29	60	65	7	5

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	52	53	42	41	6	6

CAASPP Results (White)

Mathematics

Overall Participation for White								
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	542	231	209	222	207	221	38.6	96.5

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

Overall Achievement for White										
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	2667.6	2687.2	42	46	22	26	17	15	17	13

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	56	60	26	22	18	18

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	42	50	45	38	14	12

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	43	51	42	39	14	10

CAASPP Results (Economically Disadvantaged)

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged								
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	542	168	158	166	155	164	29.2	99.3
-----------------	-----	-----	-----	-----	-----	-----	------	------

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

Overall Achievement for Economically Disadvantaged										
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	2559.2	2570.8	12	15	30	31	30	32	25	23

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	18	21	57	53	25	26

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	19	21	48	52	32	27

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	12	16	62	63	26	20

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	25	23	56	60	19	17

CAASPP Results (Economically Disadvantaged)

Mathematics

Overall Participation for Economically Disadvantaged								
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	542	168	159	165	155	163	29.3	100

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

Overall Achievement for Economically Disadvantaged										
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	2531.5	2555.7	5	9	13	19	28	27	52	45
----------	--------	--------	---	---	----	----	----	----	----	----

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	12	17	33	35	55	48

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	10	9	46	49	45	42

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	7	12	59	60	34	28

CAASPP Results (Students w/ Disabilities)

English Language Arts/Literacy

Overall Participation for Students with Disability								
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	542	51	55	50	52	50	10.1	98

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

Overall Achievement for Students with Disability										
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	2487.8	2499.8	4	4	15	22	20	26	56	48

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	10	8	42	48	48	44

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						

Grade 11	6	8	31	36	63	56
----------	---	---	----	----	----	----

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	8	2	37	64	56	34

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	8	6	48	56	44	38

CAASPP Results (Students w/ Disabilities)

Mathematics

Overall Participation for Students with Disability								
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	542	51	55	49	53	48	10.1	98

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

Overall Achievement for Students with Disability										
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	2449.5	2468.1	5	6	2	4	5	10	84	79

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	8	8	4	6	89	85

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	6	2	26	35	68	63

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	6	2	26	35	68	63

Grade 11	4	4	26	52	70	44
----------	---	---	----	----	----	----

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner								
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	542	30	24	27	22	27	4.4	87.1

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

Overall Achievement for English Learner										
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	2466.5	2475.7	0	0	8	7	17	30	67	63

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	0	0	41	41	59	59	

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	5	4	23	26	73	70

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	0	0	36	56	64	44

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	5	4	45	70	50	26

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner								
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	542	30	26	27	24	27	4.8	90

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

Overall Achievement for English Learner										
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	2475.0	2445.9	4	0	8	4	15	7	65	89

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	8	0	25	7	67	93

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	8	0	29	33	63	67

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	0	0	46	63	54	37

Conclusions based on this data:

The rate of participation in CAASPP increased from 92.4% to 96.9% in ELA and 91.9% to 96.9% in Math. Overall, there was an increase in the percentage of all students who met or exceeded the standard (66% to 70% for ELA, 49% to 56% for Math).

With the exception of English Learners, a subgroup whose size and characteristics shifted after historically high rates of reclassification subsequent to the establishment of new eligibility criteria, there was an increase in the percentage of students who met or exceeded the standard (Hispanic: ELA 48% to 52%, Math 22% to 32%; White: ELA 78% to 82%, Math 64% to 72%; SED ELA 42% to 44%, Math 18% to 28%; Sw/D: ELA 19% to 26%, Math 7% to 10%).

Finally, while progress is evident, a significant gap exists between the percentage of White and Latino students who met or exceeded the standard (30 percentage points for ELA, 40 percentage points for Math). The gap closed by 1% in ELA and 6% in math between 2014-15 and 2015-16. SED Students and Students with Disabilities made gains in terms of the percentage of students meeting or exceeding the standard but have low rates of proficiency overall.

Physical Fitness Test

The source of this data is the most recent California Department of Education (CDE) official report of PFT results.

PFT: Overall - Meeting Healthy Fitness Zone¹ Summary of Results - Cumulative Percent Meeting 5 or 6 of 6 Fitness Standards

Dos Pueblos Senior High School	2013-14		2014-15		2015-16	
	Number in Grade 5/7/9	Cumulative Percent in Grade 5/7/9	Number in Grade 5/7/9	Cumulative Percent in Grade 5/7/9	Number in Grade 5/7/9	Cumulative Percent in Grade 5/7/9
Hispanic or Latino of Any Race	160	69.3%	167	67.3%	158	65.3%
White	187	85%	129	85.4%	188	85.8%
Socioeconomically Disadvantaged	114	65.5%	164	65.1%	111	62.0%
All Students	393	77.5%	438	78.4%	397	76.2%

Conclusions based on this data:

The data shows little change for Dos Pueblos High School and is based largely on student performance in the feeder schools.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration Grant -	90,397.00	0.00
Title I - 3010	17,272.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Supplemental/Concentration Grant - 0790	90,397.00
Title I - 3010	17,272.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	57,994.97
2000-2999: Classified Personnel Salaries	32,202.03
4000-4999: Books And Supplies	800.00
5000-5999: Services And Other Operating Expenditures	7,672.00
5800: Professional/Consulting Services And Operating	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration Grant - 0790	53,394.97
2000-2999: Classified Personnel Salaries	Supplemental/Concentration Grant - 0790	32,202.03
4000-4999: Books And Supplies	Supplemental/Concentration Grant - 0790	800.00
5800: Professional/Consulting Services And	Supplemental/Concentration Grant - 0790	4,000.00
1000-1999: Certificated Personnel Salaries	Title I - 3010	4,600.00
5000-5999: Services And Other Operating	Title I - 3010	7,672.00
5800: Professional/Consulting Services And	Title I - 3010	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
College and Career Readiness (LCAP Goal 1)	47,342.00
Student & Family Engagement (LCAP Goal 2)	51,555.00
Access and Equity (LCAP Goal 3)	8,772.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bill Woodard	X				
Katie Dwyer		X			
Kevin McKee		X			
Kendall Neely		X			
Samantha Mooneyham		X			
David Haggerty		X			
Olivia Happel		X			
Debbie Dulawan			X		
Linda Guarena			X		
Kim Feldhaus			X		
Tommy Johnson					X
Kara Portier					X
Peri Hernandez					X
Justin Juarez					X
Sarah Jang					X
Jill O'Gorman				X	
Pamela Dawson				X	
Carmen Magallanes				X	
Maribel Canales				X	
Jennifer Pierce				X	
Numbers of members of each category:	1	6	3	5	5

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 November 14, 2016.

Attested:

Bill Woodard _____ Typed Name of School Principal	 _____ Signature of School Principal	_____ Date
---	---	---------------

Samantha Mooneyham _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	_____ Date
--	---	---------------

Budget By Expenditures

Dos Pueblos Senior High School

Funding Source: Supplemental/Concentration Grant - 0790 **\$90,397.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Field Trips for AVID Students	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	LCAP Goal 3 College and Career Readiness	AVID
College Fair	4000-4999: Books And Supplies	\$800.00	LCAP Goal 3 College and Career Readiness	AVID
Seminar Coordinator	1000-1999: Certificated Personnel Salaries	\$39,042.00	LCAP Goal 3 College and Career Readiness	Seminar Supports
Credit Recovery-Support Students in recovering credits toward graduation during the school year.	1000-1999: Certificated Personnel Salaries	\$6,352.97	LCAP Goal 2 Student and Family Engagement	Intervention/Support Programs for Struggling Students
Pathways	1000-1999: Certificated Personnel Salaries	\$8,000.00	LCAP Goal 2 Student and Family Engagement	Intervention/Support Programs for Struggling Students
Bilingual Instructional Aide	2000-2999: Classified Personnel Salaries	\$32,202.03	LCAP Goal 2 Student and Family Engagement	Provide adequate support personnel to departments responsible for promoting college and career readiness
Supplemental/Concentration Grant - 0790 Total Expenditures:		\$90,397.00		
Supplemental/Concentration Grant - 0790 Allocation Balance:		\$0.00		

Funding Source: Title I - 3010 **\$17,272.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Education	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	LCAP Goal 2 Student and Family Engagement	Support for Parent Involvement

Dos Pueblos Senior High School

Summer Bridge Academic Support for Incoming At-Risk Students	1000-1999: Certificated Personnel Salaries	\$1,100.00	LCAP Goal 1 - Cultural Proficiency and Course Access	Expand Summer Bridge for At-Risk Students
Institute for Equity in Education (Just Communities) - Professional Development	5000-5999: Services And Other Operating Expenditures	\$5,872.00	LCAP Goal 1 - Cultural Proficiency and Course Access	Professional Learning about Cultural Proficiency
Talking in Class (Just Communities)	5000-5999: Services And Other Operating Expenditures	\$1,500.00	LCAP Goal 1 - Cultural Proficiency and Course Access	Professional Learning about Cultural Proficiency
STAR Literacy Training	5000-5999: Services And Other Operating Expenditures	\$300.00	LCAP Goal 1 - Cultural Proficiency and Course Access	Professional Learning about Cultural Proficiency
Guided Students Coordinator	1000-1999: Certificated Personnel Salaries	\$3,500.00	LCAP Goal 3 College and Career Readiness	Seminar Supports

Title I - 3010 Total Expenditures: \$17,272.00

Title I - 3010 Allocation Balance: \$0.00

Dos Pueblos Senior High School Total Expenditures: \$107,669.00