

SOUTHWEST HIGH SCHOOL

Single Plan for Student Achievement

2017-2018

Published 2016-2017



Our Vision: Eagles Prepared Educated and Inspired

The Single Plan for Student Achievement

School: **Southwest High School**

District: Central Union High School District

County-District School (CDS) Code: 13631151330133

Principal: **Bernardo Valenzuela**

Date of this revision: June 20, 2017

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

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

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The School Site Council approved this revision of the SPSA on May 1, 2017

The District Governing Board approved this revision of the SPSA on June 20, 2017.

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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.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Community Member	Secondary Student
Bernardo Valenzuela	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Garcia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrea Corella	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marissa Solorzano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeannine Enz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Deol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John Reed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dennis Van Asche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kenya Verduzco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alejandra Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vanessa Pena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Voting members in each category	1	4	1	3	3

*Other members include: Nick Santana (alternate teacher), Noehmi Baeza (alternate students) and Magnolia Martinez (Facilitator).

Recommendations and Assurances

¹ EC Section 52852

Centralized Services for Planned Improvements in Student Performance

To provide direct assistance to schools in implementing categorical programs which enhance the base instructional program and are in compliance with state and federal regulations. The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

The following actions and related expenditures support this site program goal and will be performed as district support services. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

District Support	Based on Preliminary Budget
Services	2017-2018
Title I	\$322,511.32 + 56,549 Rollover
Title II Teacher	\$64,000
Title III	\$48,200
LCFF/LCAP Plan	\$2,202,000

- Assists principals, counselors, teachers and parents to develop assessment methods, improvement ideas, parent involvement activities, and other components to ensure effective delivery of services.
- Maintains attendance records in project funded professional development activities.
- Provides staff in-service and information regarding State and Federal legislation, programmatic requirements and program services and monitors site compliance with State and Federal Guidelines
- Attends special program workshops and training and disseminates pertinent information as appropriate.
- Assists with budget preparation, approves purchase orders and ensures expenditures are compliant.
- Encourages, monitors and assists in the development of new programs and/or services.
- Maintains necessary records and develops all reports requisite to special programs and projects.
- Assists with the development of school plans and coordinates compliance self-review process
- Prepares Consolidated Application and other State and Federal reports
- Assists principal, Resource Teacher and other site level staff with annual Title 1 parent meeting
- Assists with preparation of the report to the board for evaluation of program effectiveness.

- Works with principals, counselors, teachers and parents to develop identification criteria, re-designation criteria, assessment methods, improvement ideas, parent involvement activities, and other components to ensure effective delivery of services.
- Coordinates districtwide meetings to facilitate communication among stakeholders (teachers, students, parents, community members and admin)
- Meets with EL Program staff as necessary and submits annual Language Census Report to the CDE. Maintains records of instructional materials/equipment purchased for the EL program. Monitors credentials of EL program teachers and prepares annual report.
- Oversees programs compliance such as the Migrant program.
- Assists principals in assuring staff obtain appropriate training and certification (CTEL, BCLAD, and SDAIE). Provides coordination and support for the English Learner Program.
- Supports students' achievement by monitoring SES
- Conducts annual review of Special Programs and prepares report.
- Maintains records of staff attendance in Career Technical Education funded professional development activities.
- Monitors site level compliance of the Perkins Program in accordance with State/ Federal Guidelines and coordinate inventory of equipment and maintain record funding.
- Administers Regional Occupation Program and prepares and submits ROP course proposals.
- Assists with budget preparation and monitors site level expenditures.
- Works with Imperial County Office of Education in the implementation of collaborative projects.
- Responsible for coordination, preparation and/or submission of required reports, budgets, applications and claims for the Cal-SAFE, and Partnership Academies.

Note: Centralized services may include the following direct services:

- After-School and Summer School programs funded by categorical programs.
- Centralized services do not include administrative costs.

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

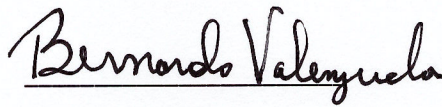
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 2, 2016.

Attested:

Bernardo Valenzuela



Signature of School Principal

5/1/17

Date

Andrea Corella



Signature of SSC Chairperson

5/1/17

Date

		Title I	Title II	Title III/ EL	LCFF		
GOAL:	SPSA Goal #1: To improve instruction and student learning in English, with emphasis on reading, writing, speaking, and listening across all content teams. LCAP Goal #1 -Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate. LCAP #3 Implement the CCSS Standards WASC Recommendation # 1,2,4	Related State and/or Local Priorities: 1__ 2* 3__ 4* 5* 6__ 7* 8*					
Identified Need:	Identified need based on the California Department of Education Snapshot Report, Stakeholder Surveys and WASC recommendations: <ul style="list-style-type: none"> In 2015-16 61% of all students scored meeting or exceeding ELA state standards versus 54% in 2014-2015, only 16.98% of English Language Learners scored meeting or exceeding state standards. In 2015-16, 52% of our students exceeded or met the ELA EAP College Readiness state standards compared to 33% in 2014. Reduce the ELA achievement gap of English learners and students who are Social economically disadvantaged. In 2015, 20% of EL Students meet EAP State Standards, Social economically disadvantages students were 46% exceeded or met the ELA EAP State Standards compared to 52% of schoolwide scores. In 2015, 19% of the EL students were reclassified in comparison to 25% in 2014. Survey and WASC Recommendations: <ul style="list-style-type: none"> Increase the number of SAS-8th Period Intervention courses to support struggling students in all courses. - Research- based effective strategies not routinely or uniformly observed in all classrooms adjustments needed Current technologies (student devices) available on a limited basis and should increase to provide a 1-1 student/device ratio. High quality CCSS aligned materials are available and in use in a very limited number of classrooms. Tutoring Services particularly in EL courses are needed. 						
Goal Applies to:	Schools: Southwest High School Applicable Pupil Subgroups: All, EL, LI, FY, At-risk, R-FEP						
Single Site Plan for Student Achievement (SPSA): 2017-18							
Expected Annual Measurable Outcomes:	By 2018 students will improve their proficiency level in English from 52% to 55% school-wide and all significant subgroups will earn 2% gains in EAP. <ul style="list-style-type: none"> Increase student academic achievement focusing on literacy standards across all content teams. Reduce the achievement gap in EAP scores of English learners and Social economically disadvantaged students by atleast 2%. Availability of new or updated technology devices (computers/laptops/ tablets) increased by 10% enrolled in SAS/8th period intervention will increase their GPA 1.5% by the end of the semester Tool/Protocol *Technology Inventory *CAASPP Metrics: *Observation						
Actions/Services	Person Responsible	Pupils to be served within identified scope of service	Budgeted Expenditures	Title I	Title 2	Title 3	LCFF
Curriculum			LCFF Items Pending LCAP Approval				
1.1 Library materials and support services to increase reading and comprehension, and provide all academic support		*ALL or	a. Turn-it in software : 15,000 (Title I)	\$15,000			
a. Turn-it-in program, used to support literacy, and avoid plagiarism.	a. all staff	Low Income pupils	b. Library Books	\$ 1,000.00			
b. Purchase reading material for library in support of increasing literacy.	b. Librarian	English Learners	c.) Library Software 2,200 (Title I)	\$ 2,200.00			
c. Library software: Worldbook encyclopedia (1,300, Title I), Follet Circulaion Fees(900, Title I)	c. Librarian	Foster Youth	d. Librarian Conference \$1,500 (Title		\$ 1,500.00		
d. Librarian to attend CSLA Conference to gain knowledge on Library resources.	d. Intervention Coordinator	proficient	e.) Library afterschool Tutors SES Program (\$ listed in goal #2)				
e. Library Tutoring SES Program: 1 college ELA Tutor, 1 college Math Tutor, and 2 Teachers available 3days a week to support struggling students.		Other Subgroups:(Specify)					
1.2 Provide Academic Support and Organization to students		✓ ALL	a. 9th grade agendas				
a. Purchase 620 agendas for all incoming 9th grade students, Migrant Seniors, and SAS program students	SPRT		1,900 (Title I)	\$ 1,900.00			
b. PIRT Salary			b. PIRT Salary				
c. Continue with Guidance support Specialist Services to support students. (LCFF)			\$60,532.21 (Title I, 1100)	\$ 63,101			
1.3 Provide P.E. and Fine Arts Department with materials to support curriculum implementation and standardized testing.			a. Equipment \$3,000 (LCFF)				\$ 3,000.00
a. Provide the P.E. Department with equipment to support their daily curriculum and implementation of Fitness Test, introduce innovative physical education strategies (LCFF- \$1400 and Title I \$1000)	Dep. Chairs		b. Inst. Repair \$3,000 (LCFF)				\$ 3,000.00
b. Provide Band and Orchestra funds for instrument maintenance and repair.			c. Music Pieces \$3,000				\$ 3,000.00
c. Provide Orchestra and Band funds to purchase musical pieces for their daily instruction.			d. Art Supplies \$2,000 (LCFF)				\$ 2,000.00
d. Purchase Art supplies for the art course.							

1.4 Provide teachers with resources need to implement CCSS, collaborative groups, innovative instructional strategies and or enhance rigor in the classroom.		<input checked="" type="checkbox"/> ALL					
a. English Department materials and supplies to support CCSS	Dep. Chairs	OR:	a. English	\$1,000 (Title I)			
b. Math Department materials and supplies to support CCSS		<input type="checkbox"/> Low Income pupils	b. Math	\$1,000 (Title I)			
c. Science Department materials and supplies to support CCSS		<input type="checkbox"/> English Learners	c. Science	\$1000 (Title I)			
d. Social Studies Department materials and supplies to support CCSS		<input type="checkbox"/> Foster Youth	d. Social Studies	\$1000 (Title I)			
e. CTE Department materials and supplies to support CCSS.		<input type="checkbox"/> Redesignated fluent English proficient	e. CTE/Business	\$1000 (Title I)	\$ 1,000.00		
f. AVID and ELD Program materials and supplies to support CCSS (500 each)		<input type="checkbox"/> Other Subgroups:(Specify)_____	f. AVID/ELD	\$1000(Title I)			
g. World Language Department materials and supplies to support CCSS		-	g. World Lang	\$1000 (Title I)			
h. Special Education Department materials and supplies to support CCSS			h. Special Ed.	\$500 (Title I)			
i. All Content teams will form at the begining of the year and meet monthly (minimum to plan instruction and share best practices)					\$ 7,500.00		
Instruction-Supplemental Instruction		<input type="checkbox"/> ALL					
1.5 S.A.S. /Intervention Programs provides an support for students struggling in core subject. SAS/Supplimental Services form part of our school wide intervention plan. E2020 is a credit recovery program where students can make up missing	Intervention Coordinator	OR:					
a. Selection and monitoring enrollment of students in the SAS and in the SAS/SES 8th period classrooms, conduct parent and student conferences, revising entrance and exit criteria for interventions.		<input type="checkbox"/> * Low Income pupils	a. TOSA Salary	\$23,191.46 (Title I)	\$ 24,363		
b. Continue 4 SAS/8th period year round courses for students with a 1.5-2.0 GPA to recieve tutoring, and support in all core subjects (3 regular SAS + I Flex Schedule)		<input type="checkbox"/> * English Learners	b. 3 SAS 8th pd sections overload	56,426.92(LCFF)		\$ 56,426.92	
c. Student Educational Support Services (SES):1 English and 1 Math Teacher tutor provided in the library in addition to 2 college age tutors. 3hour a week for X 34 weeks at an hourly break.		<input type="checkbox"/> Foster Youth	c. SES Program Tutoring (Title I SES Funds)		\$ 12,318.63		
c-2. Provide classroom instruction resources and materials and supplies for the SES sessions, to recruit, enroll, and supervise all participating students.		<input type="checkbox"/> *Redesignated fluent English proficient	c-2. S.E.S Mat. SES \$1,500 (Title I SES)		\$ 1,000.00		
d. SAS program materials and supplies to support tutorials, collaboration groups, reading materials, and student organization		<input type="checkbox"/> *Other Subgroups:(Specify) Reclassified students; Habitual truants_	d. SAS Course materials and supplies \$ 1,500 (Title I)		\$ 1,000.00		
e. COSA develops protocols and process for identifying "at risk kids" to provide counseling and prevent drop-outs. Cosa will prioritize services for credit recovery enrollment and monitor their progress							
f. COSA provides support for homeless and foster youth, meets regularly with them and plans support services when needed.			f. Homeless/Foster Mat.	\$1,500(Title I)	\$ 1,000.00		
g. Provide an afterschool teacher to supervise the E2020 program for students who are missing credits. 1 hour, four days a week, all year long, summer sessions also			g. E2020 Teacher (\$listed in goal #4)				
1.6 Identify students who score low on CAASPP, ELA benchmarks, Math Benchmarks to determine necessary intervention.		<input type="checkbox"/> ALL					
a. Provide support for all mandated testing, student course placement, manage and organize computer lab support.		OR:	a. Title I Lab Center Aide				
b. Provide materials and supplies for Title I Lab to support all testing requirements.		<input checked="" type="checkbox"/> Low Income pupils		465375.05 (Title I)	\$ 46,537.05		
		<input checked="" type="checkbox"/> English Learners	b. Title I Lab Materials and Supp.	1,000 (Title 1)	\$ 1,000.00		
		<input checked="" type="checkbox"/> Foster Youth					
		<input type="checkbox"/> Redesignated fluent English proficient					
		<input type="checkbox"/> Other Subgroups:(Specify) Reclassified					

<p>English Language Learners</p> <p>1.7 Identify struggling English Learners to determine the best intervention program to meet their academic needs.</p> <p>a. Collect and analyze district and school level summative and formative ELA and EL data during assigned collaborative wednesday meetings.</p> <p>b. Identify students for reading interventions to meet their literacy needs, this includes planning TSA/TSB testing for 9th and 10th grade</p> <p>c. READ 180 Software used inclass to support literacy instruction</p> <p>d. Teachers integrate additional best practices for EL students into lessons</p> <p>e. Implement Accelerated Language Program during the day, using the English 3D Materials.</p> <p>f. Expand Accelerated Language II, use the Academic Vocabulary Tool Kit and Credit Recovery Program to support EL students.</p> <p>g. Provide EL students with academic support by hiring tutors for EL Courses</p> <p>h. EL Stipends for SEI Bilingual Teachers</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p>proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>b.EL Prog. Asst.: (Saldivar) \$20,122 EL Testing Clerk:(Zevada) \$22,500</p> <p>b. CELDT Testing Personnel \$2,536 (LCFF)</p> <p>b. CELDT Testing Training \$551 (LCFF)</p> <p>b. CELDT TestingTeacher Hourly 1,000 (Title 3)</p> <p>g. EL Certificated tutors \$4200 (LCFF)</p> <p>g. College Classified Tutors \$22,055(LCFF)</p> <p>d. Substitutes for release time \$1000 (Title 3)</p> <p>h. Stipends SEI.Bil \$23,500 (LCFF)</p>			<p>\$ 62,055.20</p> <p>\$ 2,536.30</p> <p>\$ 551.37</p> <p>\$ 1,000.00</p> <p>\$ 4,200.00</p> <p>\$ 22,055.00</p> <p>\$ 1,000.00</p> <p>\$ 23,500.00</p>
<p>Professional Development</p> <p>1.8 Offer Professional Development to teachers and counselors</p> <p>a. Conduct lesson studies with ELA, Math, Social Studies, Science teams particulary during adoption years focusing on CCSS prep.</p> <p>b. BTSA induction program provided for for new teachers.</p> <p>c. Teachers of EL to attend training and/or curriculum planning</p> <p>d. Professional Development for English 3D & Edge programs.</p> <p>e. Social Studies Framework Training during Rollout.</p> <p>g. English Teachers attend training for writing assessments that are aligned to CAASPP Testing, may include other content teams if needed.</p> <p>h. Health inservice day for HIV, AIDS, and STD's curriculum development</p> <p>i. Academic Coach employed to support all site professional development.</p> <p>j. Subs and Registrations fees to support PD for teachers to attend training with academic coach or ICOE.</p> <p>k. Curriculum and assessment team (CAT) team meetings for English, History, Science, Math</p> <p>l. Stipends for BTSA Support Providers to assist new teachers with program.</p> <p>m. Professional Development, hourly rate pay for teachers on research-based effective instructional strategies. (LCFF goal 2.2)</p> <p>n. Professional Development to implement CCSS across all content teams. (subs 3250 and hourly pay 4800)</p> <p>o. Summer work for all content teams to align curriculum (TBA LCFF Goal #3.2)</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p>proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>a. Lesson Studies \$5250 (Title 2)</p> <p>b. BTSA PD \$7,500 (Title 2)</p> <p>c. Subs for EL Training \$2,500 (LCFF)</p> <p>d. ELA/ELD Training \$4200(LCFF,)</p> <p>e. PD SS Regist (Title II,5200) e.Subs for SS PD at ICOE 2,000 (Title 2, 1160)</p> <p>g.Regist @ ICOE \$6,000(Title 2)</p> <p>g. Subs for ICOE \$3750 (Title 2,1160)</p> <p>h. Subs for Health \$1400(Title 2 II)</p> <p>j. PD& Reg. 10,000 (Title 2)</p> <p>k. Eng/Math CAT \$5040 (LCFF)</p> <p>k. SS/Sci CAT \$7000 (LCFF)</p> <p>l. BTSA Stipends \$9,332 (Title 2)</p> <p>m. PD Strategies \$2,400(LCFF)</p> <p>n. PD CCSS \$8050 (LCFF)</p>	<p>\$ 5,249.42</p> <p>\$ 9,480.00</p> <p>\$ 2,500.00</p> <p>\$ 4,200.00</p> <p>\$ 8,700.00</p> <p>\$ 2,000.00</p> <p>\$ 6,000.00</p> <p>\$ 3,750.00</p> <p>\$ 1,400.00</p> <p>\$ 33,162.97</p> <p>\$ 33,163.00</p> <p>10,000</p> <p>5,040</p> <p>7,000</p> <p>\$ 9,332.00</p>		<p>\$ 2,500.00</p> <p>\$ 4,200.00</p> <p>\$ 8,050.00</p> <p>\$ 5,040</p> <p>7,000</p> <p>\$ 8,050.00</p>
<p>Technology</p> <p>1.9 Provide updated technology in classrooms for student and teacher use that supports implementation of CCSS, NGSS, CAASPP Test preparation, and new</p> <p>a. Carts on Wheels (COW's) 1 or 2 for every 4 teachers in the English Department to support an increase in literacy, writing, analysis and other CCSS aligned skills.</p> <p>b. Replace Instructional Technology for the classrooms- Computers, ELMOS, Projectors</p> <p>c. Provide Materials and Supplies for Technology in the classrooms- ink, speakers, printers, headsets.</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>a.Carts on Wheels (LCFF)</p> <p>b. Replace Tech (35,000, LCFF)</p> <p>c.Tech Materials (25,000, LCFF)</p>	<p>Title I</p> <p>Title 2</p> <p>Title 3</p> <p>LCFF</p> <p>Title I/ Title II, Title III</p>	<p>\$ 41,0000</p> <p>\$ 35,000.00</p> <p>\$ 25,000.00</p> <p>\$ 211,355.65</p> <p>\$ 90,574.42</p> <p>\$ 2,000.00</p> <p>\$ 310,114.78</p>	

				Title I	Title II	Title III	LCFF			
GOAL:	SPSA#2 - Improve instruction and learning in Mathematics and Science, using data to drive instruction and support services.			Related State and/or Local Priorities:						
	LCAP Goal # 2 - Effectively use instructional strategies and resources to improve student learning, including technology.			1 * 2 _ 3 _ 4 * 5* 6 _ 7 * 8*						
	WASC Recommendation # 1,2,5									
Identified Need:	<p>Identified areas of need based on the CDE SNAPSHOT, SARC Report, Stakeholder Surveys, and WASC recommendations:</p> <ul style="list-style-type: none"> •In 2015, 21% of Math EAP Scores resulted in meeting or exceeding state standards, in comparison to 31% in 2014. •Reduce the Mathematics achievement gap of English learners and students who are Social economically disadvantaged. In 2015, 6% of EL Students exceeded or meet EAP State Standards, Social economically disadvantages students 15% met or exceeded the ELA EAP State Standards compared to 21% of schoolwide scores. •In 2015-2016 CAASPP Math scores show 31% of the students meet or exceed state standards versus 20% in 2014-2015, only 3.9 of English Language learners scored meeting or exceeding state standards. *CAASPP Science results for 10th gradestudents in 2015-2016 showed 37% scoring proficient or advanced versus 38% in 2014-2015. 11.5% of English language learners scored proficient or advanced in 2015-2016 <p>Survey and WASC Recommendations:</p> <ul style="list-style-type: none"> -Reaserched based effective strategies not routinely or uniformly observed in all classrooms. - Current technologies (student devices) available on a limited basis. - High quality CCSS aligned materials are available and in use in a very limited number of classrooms. 									
Goal Applies to:	Schools:	Southwest High School								
	Applicable Pupil Subgroups:	All, EL, LI, FY,At-risk, R-FEP								
Single Site Plan for Student Achievement (SPSA): 2017-18										
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Evidence of use of effective strategies increased by 10% (baseline to be established from initial data from the updated observation tool) • Increase Science Scores for all students in 2017-2018 by 5%. • By 2018 improve the Mathematics EAP Scores and CAASPP Scores resultng in meeting or exceeding state standards by 2%. • Reduce the achievement gap in Mathematics scores of English learners and Social economically disadvantages students as measured by the EAP scores by atleast 2%. <p>Metrics: *Observation Tool/Protocol *Technology Inventory *CAASPP</p>									
Actions/Services		Person Responsible	Pupils to be served within identified scope of service	Budgeted Expenditures		Title I	Title II	Title III	LCFF	
2.1 Curriculum		Dep. Chairs Counselors Admin.	<input checked="" type="checkbox"/> ALL	Approval						
Create a plan to implement effective teaching strategies in Math and Science.					a. Subs for articulation meetings \$750 (LCFF)					\$ 750.00
a. Continue the articulation meetings with feeder schools to review data, discuss plans.				OR:						
b. Math will continue to plan and align curriculum with feeder schools.				<input type="checkbox"/> Low Income pupils	c. Math Graphing Tablets \$32,000 (Title I)		\$ 32,000.00			
c. Purchase innovative technology (tablets used as graphing calculators) to increase engagment in math courses. (5 Class sets)				<input type="checkbox"/> English Learners						
d. Math and Science Content teams will form at the beginning of the year and meet monthly (minimum to plan instructions and share best practices)				<input type="checkbox"/> Foster Youth						
e. Students will participate in the Imperial College Math Festival				<input type="checkbox"/> Redesignated fluent English proficient	e .Math festival 938 (Title I)		\$ 875.00			
f. Analyze data from common assessments and state tests.			<input type="checkbox"/> Other							
g. Continue with 1 College Math course, to support 12 grade students with placement testing for colleges and universities.			Subgroups:(Specify) _____	g. College Math Class \$7592 (LCFF)					\$ 7,592.00	
2.2 Support the implementation of NGSS Science Standards		Dep. Chair	<input checked="" type="checkbox"/> ALL							
a. Science courses will incoorporate projects, labs or presentations aligned to NGSS lessons to increase rigor.				<input type="checkbox"/> Low Income pupils						
b. Science Lab support, materials, cleaning, maintenance				<input type="checkbox"/> English Learners						
c. NGSS Training will be provided for science teachers at the Imperial County office of Education				<input type="checkbox"/> Foster Youth	b. LAB Supplies 4,000 (lottery Funds)					\$ 4,000.00
d. EADMS program used by all content teams to analyze common assessment data.				<input type="checkbox"/> Redesignated fluent English proficient						
			<input type="checkbox"/> Other							
			Subgroups:(Specify) _____	d. EADMS Fees (9000, Title I)		\$ 9,000.00				

<p>2.3 Instruction/ Supplemental Instruction</p> <p>Continue the after-school program to support students who are at risk of not passing their classes.</p> <p>a. Offer Cram Sessions each quarter, hire college tutors and teacher tutors</p> <p>b. Algebra 1 courses will implement innovatives projects, portfolios, notebooks.</p> <p>c. Provide in-class college tutors for all Algebra 1 courses.</p> <p>d. Employ 1 Math SES Teacher for library tutoring, not credit baring, hourly rate (same</p> <p>e. Online Credit recovery courses for Math and Science offered via E2020</p> <p>f. Identify Students who are at risk of failing Alebra 1 using quarter/semester/and or 8th grade placement tests.</p> <p>g. Implement walk-in tutoring schedule</p> <p>h. Kahn Academy and ALEC program used to provide supplemental support to students.</p> <p>i. Continue with summer school RRR for Geometry and Algebra I for struggling students.</p> <p>j. RRR afterschool tutoring, 24 hours for each science and english courses.</p>	<p>Dep Chair/ COSA/ SAS Coordinator</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>a. Cram Sessions use daile tutors</p> <p>b. Materials and Sup. Math \$1,100 (Title I)</p> <p>c. In-Class Tutors for Algebra 1 \$27,568.43 (LCFF#1.3)</p> <p>d. Hourly Rate SES (Same as 1.5)</p> <p>e. E2020 (Same as 4.4)</p> <p>i. Summer RRR \$11,561 (Title I)</p> <p>j. Afterschool RRR \$3,266 (LCFF)</p>	<p>\$ 1,000.00</p> <p>\$ 11,560.47</p>			<p>\$ 27,568.43</p> <p>\$ 3,266.30</p>
<p>2.4 English Language Learners</p> <p>Identify 10th grade students who score FBB (unable to demonstrate 6th grade standards) on Algebra 1 Benchmark scores.</p> <p>a. Identify intensive program that will be used in addition to the core math class and how many sections will be needed.</p> <p>b. Identify EL students who have not passed Algebra 1. Continue after-school tutoring to provide students with additional support in their target language</p> <p>c. Provide in-class tutors in all EL courses, same as 1.6</p> <p>d. Offer afterschool tutoring sessions with ELD Teachers, college tutors hired</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p>					
<p>2.5 Professional Development</p> <p>Offer PD with a focus on teaching strategies to implement the CCSS for Mathematics and or Science in the classroom.</p> <p>a. Math Teachers to attend training through ICOE or Academic Coach</p> <p>b. Science teachers attend ICOE/ or in house training in preparation for new NGSS Standards</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>a. PD @ ICOE/AC+subs 2,749 (Title II)</p> <p>b. PD @ ICOE/AC+subs 2,749(Title II)</p>	<p>\$ 2749</p> <p>\$ 2749</p>			
			<p>Total Title I, Title II, Title III</p>	<p>\$ 54,435.47</p>	<p>\$ 5499.61</p>	<p>\$ -</p>	<p>\$ 43,176.73</p>

				Title I	Title II	Title III	LCFF
GOAL:	SPSA GOAL # 3: Southwest High School will improve parent-student involvement, support student learning by communicating clearly and often with parents regarding student achievement, using multiple communication methods, empowering parents to monitor and support student progress, promoting and supporting community events. LCAP Goal #4 - Improve communication among all stakeholders. WASC Critical Area # 3			Related State and/or Local Priorities:			
				1__ 2__ 3* 4* 5__ 6__ 7__ 8__			
Identified Need:	Identified need based on the CDE SNAPSHOT, SARC Report, Stakeholder surveys and WASC recommendations: •In 2015-16, 3.9 students were suspended in comparison to 3.1% in 2014. •In 2015-16, the gradutions rate was 92% in comparison to 92% in 2014-15. Social economically disadvantages students graduation rate in 2014 was 87% compared to •In our parent Survey 55% of parents surveyed were not familiar with our support services and or curricular programs. Surveys and WASCRecommendations: - Continue to reduce # of daily tardies. - Increase communication with parents regarding academic progress of students via blackboard connect. - Provide motivationsl speakers for students - Improve student motivation support during advisory periods - Increase promote of all schoolwide and extra-curricular events including award ceremonies						
Goal Applies to:	School: Southwest High School	Applicable Subgroups: All, EL, LI, FY,At-risk, R-FEP					
Single Site Plan for Student Achievement (SPSA): 2017-18							
Expected Annual Measurable Outcomes:	By 201 we will increase graduation rate by 1% and reduce suspensions by 3%. •Increase student parent-student involvement in acadmics by increasing personal communication with parents. •Increase the parent meeting attendance. •Set clear objectives for students in every classroom and provide multiple support services to increase student motivation. Rate/Drop Out Rate * Suspension Rate * Tardy Calculator Reports * Parent and Student Surveys			Metrics: Attendance			
Actions/Services	Person Responsible	Pupils to be served within identified scope of service	Budgeted Expenditures	Title I	Title II	Title III	LCFF
Curriculum		X ALL	LCFF Items Pending LCAP Approval				
3.1 Improve communication between parents and staff via parent nights, recognition ceremonies,		OR:					
a. Invite Parents AP/IB parent informational meetings each semester and conduct parent conferences when needed.		__Low Income pupils __English Learners	a. Materials & subs \$1400 (Title I, 4300)	\$ 1,400.00			
		__Foster Youth __Redesignated fluent English proficient					
c. Invite all Parents to Back-To- School Night provide resources to hold event and conduct the school site council elections.		__Other Subgroups:(Specify) _____	c. Materials & Supplies \$500 (Title I, 4300)	\$ 500.00			
d. Invite Parents to Healthy Habits Night and Parent Information Night coordinated by SACHS Academy	SPRT- Admin- Counselors, SACHS Academy		d. Materials & Supplies \$500 (Title I, 4300)	\$ 500.00			
e. Invite all parents to Title I /Parent Education Night provide resources and materials for breakout sessions	Coord.- ASB Director		e. Material & Supplies \$1,000 (Title I, 4300)	\$ 1,000.00			
f. Invite parents to AVID Quarterly Meetings (Same as 4.1)			f. Materials \$ Supplies same as 4.1				
g. Increase advertisement of events via ASB group.			g. Material \$ Supplies \$1,000 (Title I, 4300)	\$ 1,000.00			
h. Use if LOOP Program to increase opportunities for teachers and administrators to further contact with parents, automated calling system			h. Loop Renewal Fee \$4,355 (LCFF)				\$ 4,355.00
i. Provide parents with regular information on a regular basis via Aries, Blackboard Connect, Website, and multiple parent meetings hosted by our staff members.			a-j. Postage \$500 (Title I, 4300)	\$ 500.00			
j. Monitor Student's attendance and provide parents and potential dropouts with information and resources to improve attendance via tardy			k. Tardy Calc. Software \$4300 (LCFF 5.7)				\$ 4,300.00
k. Provide supplies for the tardy calculator			l. Postermaker Mat & Sup. \$1,500(Title I)	\$ 1,500.00			
l. Utilize postermaker to advertize and support schoolwide events.							

3.2 Counseling Department provides information to parents regarding academic requirements for higher education.	Counselors	<u> </u> ALL							
a. Increase parents involvement at all Senior Class Parent Meetings/events Coffee with the Counselors and Financial Aide Workshops for students and parents, SAT informational meetings, parent meeting supplies.		OR:	a. Materials & Supplies \$1000 (Title I)						
				\$ 1,000.00					
b. Support a college going culture, host a Higher Ed Day in the Spring for c. Guidance Support Specialist to assist with awards, ceremonies, and parent outreach, materials for events and meetings.		<u> </u> Low Income pupils <u> </u> x English Learners	b. Materials & Supplies \$400 (Title I)	\$ 400.00					
		<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	c. Guidance Support Specialist \$400 (Title I)	\$ 400.00					
		<u> </u> Other Subgroups:(Specify) _____							
3.3 Improve Schoolwide student motivation to support student learning	District-wide	<u> </u> ALL							
a. Continue implementation of a school-wide celebration academic competitions, and high academic student achievement.		OR:							
b. Departments will showcase student work throughout the year in the front office		<u> </u> Low Income pupils <u> </u> x English Learners							
c. Facilitate Freshmen transition into High School through the implementation of the Link Crew Program this includes hosting a Freshmen orientation, training upperclassmen to form part of the program, training staff members to lead year round events.		<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient							
d. Teachers motivates and supports students during advisory		<u> </u> Other Subgroups:(Specify) _____	c. Link Crew Advisors \$1,399.84(Title I)	\$ 1,399.84					
e. COSA to schedule meeting with parents of "at risk" students who have not standardized test scores for grades 10th and 11th.									
f. Reinforce importance of attendance by recognizing and rewarding perfect attendance every semester. (patch or cinch sacks for students)			f. Awards 1,000 (District)						\$ 1,000.00
Instruction-Supplemental Instruction		<u> </u> X ALL							
3.4 Parent Newsletters posted on our website every month.									
English Learners		<u> </u> ALL							
3.5 Celebrate the academic accomplishments of English Language		OR:							
a. ELD Teachers will share best practices with other content teams		<u> </u> Low Income pupils <u> </u> x English Learners							
b. Provide materials for ELAC/ ELD Quarterly Parent Meetings \$800 each		<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	b. Materials & Supplies (same as goal 1)						
c. Invite ELD Parents to Quarterly Meetings for informational purposes and during award recognition ceremonies, substitutes provided		<u> </u> Other Subgroups:(Specify) _____	b. Subs for EL Meetings \$1,000(Title I)	\$ 1,000.00					
d. Work with feeder schools to provide the criteria-based "Summer Connection Intervention Program" to target incoming Freshmen likely to struggle academically in high school.	District-wide		d. summer connection materials and supplies \$500 (Title I)	\$ 500.00					
Professional Development		<u> </u> ALL							
3.6 Provide ongoing professional development opportunities to staff this includes the use of technology to improve communication with parents.		OR:							
a. Provide ongoing training for the use of new loop program.		<u> </u> Low Income pupils <u> </u> x English Learners							
b. Provide ongoing teacher training for Aries, Turn-it in, Teachology, Common Core Strategies		<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	b. Prof. Dev. Subs \$2,000(Title I)	\$ 2,000.00					
d. Provide Website building professional development that may include building a google classroom, website building, CCSS Strategies, etc...		<u> </u> Other Subgroups:(Specify) _____	d. On-site training						
e. Provide P.D. with a focus on "Building a Culture of Hope" during faculty meetings to increase student motivation and student achievement.			e. Books studies and PD						
			Total Title I, Title II, Title III	\$ 13,999.84	\$ -	\$ -	\$ 9,655.00		

				Title I	Title II	Title III	LCFF		
GOAL:	SPSA Goal #4 - Monitor and improve school wide student engagement and provide a series of courses and experiences at each grade-level to increase college and career readiness. LCAP			Related State and/or Local Priorities:					
	Goal #5 - Provide a more diverse selection of curricular offerings in order to increase student engagement and school connectedness through expanded access to rigorous and high interest coursework; targeted support for struggling students; and specialized curricula designed to accelerate EL student's acquisition of English. WASC Critical Area #1,2,3			1 2 3 v 4 5 6 v 7 8					
Identified Need:	<p>Identified need based on the CDE SNAPSHOT, Stakeholder surveys and WASC recommendations:</p> <ul style="list-style-type: none"> In 2015 22.3% of our students took at least 1 AP Exam, 61% of them scored 3 or higher, and 60% of social economically disadvantaged students scored 3 or higher. Compared 2014 where 17.9% of our students took atleast 1 AP exam, and 50% of students scored 3 or higher. In 2014 26% of our student completed the A-G requirements compared to 34% in 2013. <p>Surveys and WASC Recommendations:</p> <ul style="list-style-type: none"> Updated technology(student devices) available on a limited basis. High quality CCSS aligned materials are available and in use in a very limited number of classrooms. Tutoring Services particularly in EL courses are needed. 								
Goal Applies to:	Schools: Southwest High School								
	Applicable Pupil Subgroups: All, EL, LI, FY,At-risk, R-FEP								
Single Site Plan for Student Achievement (SPSA): 2017-18									
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Percentage of students taking atleast 1 AP exam will increase by 2%. The percentagae of students passing with a 3 or above will also increase by 2%. At least two articulation meetings with each feeder school and IVC will be held per year. Parent satisfaction with school-to-home communication as measured by parent surveys will be increased. <p>Metrics: *Meeting Records *Surveys *Master Schedule * Attendance Rate * UC Course Completion Rate *Cohort Dropout Rate</p>								
Actions/Services		Person Responsible	Pupils to be served within identified scope of service	Budgeted Expenditures		Title I	Title II	Title III	LCFF
Curriculum			__ALL	LCFF Items Pending LCAP Approval					
4.1 AVID Program Implementation that provides academic support for students. Students encouraged to follow a 4 year program		District-wide	*ALL	a. AVID Coord Per. Release 24,368.50(Title I, 1120)		\$ 24,368.50			
a. Recruit & select new students each spring			OR:		b,c,d,e. Total AVID Subs 6,000 (Title I, 1160)		\$ 6,000.00		
b. Subs for Recruitment of incoming students at feeder schools			__Low Income pupils		f. AVID Tutors 32,751 (Title I, 2130)		\$ 32,751.29		
c. Subs for teacher/Coord workshops			__English Learners		g. AVID conference 9,000 (CCRGB)				
d.Subs for Site Team meetings			__Foster Youth		h. Materials and Supplies 1,000 (same as goal 1)				
e. Subs for avid tutor Training					i. Quarterly Parent Meetings \$800 (same as goal3)				
f. AVID Tutors					j. 11 AVID Sections \$282,008 (LCFF)				\$ 282,008.00
g. AVID Institute/Conference: 6th,1 Coord, 1 Counselor									
h. Materials & Supplies that support CCSS and increasing rigor									
i. Parent Awareness Quarterly Meetings (Same as 3.1 F)									
j. 11 sections of AVID Courses one is a bilingual section									
4.2 Get focused Stay Focused Curriculum: Begin the 10 year plan at 9th grade level and finalize it with a post-secondary goals.		School-wide	__ALL	b./c. GF/SF Curriculum Materials and Supplies 12,850(CCRBG)					
a. Counselors will make a A-G requirements presentations in all Freshmen			OR:						
b. All 9th grade students, with the help of their counselors and teachers create individual plan to identify their goals for post-secondary training			__Low Income pupils __x_English Learners						
c. Get Focused, Stay Focused Choose department that will implement follow-up modules and career lockers in grade 10 and 11. 3-4 Teachers to attend the GFSF Conference.			__Foster Youth __Redesignated fluent English proficient		d. GF/SF Hourly PD \$2100 (CCRBG)				
d. Pullout days for GF/SF curriculum planning			Other Subgroups:(Specify)	d. Subs \$2,874 CCRBG)					
4.3 Increase school wide rigor and develop College and Career pathways		School-wide CUHS	__X__ALL	a. all IB course salaries \$256,968(LCFF)					\$ 260,065.00
a. Continue all current IB courses and develop a plan for developing a dual immersion program, add IB Math and IB Geography 2016-17 school year.			OR:		b. IVROP \$22,769 (LCFF)				\$ 22,769.00
b. Create a College and Career Readiness Certificate via IVROP			__Low Income pupils __English Learners		d. IB Instructional Materials \$5,000 (lottery funds)				\$ 5,000.00
c. Encourage students to apply for a State Seal of Bilingualty			__Foster Youth __Redesignated fluent English proficient						
d. IB Instructional Materials			Other Subgroups:(Specify)						
c. Send Teachers to AP/IB Traing to allow for growth in offered courses.					c. AP/IB Training- College and Career Grant \$800(LCFF)				
f. Theory of knowledge extra period assignment for 1 teacher to support IB program. 2.5 credits only					f. TOK 20hrs				
g. Provide 60 hours of hourly pay for the IB Essay Writing Component					g. IB Essay Hourly \$2460 (LCFF)				\$ 2,460.00
h. Provide 60 hour of hourly pay for the IB CAS component				h. IB CAS Hourly \$2460 (LCFF)				\$ 2,460.00	

Instruction-Supplemental Instruction 4.4 Improve student engagement and academic achievement across all subjects a. Provide SAS Class (intervention, 8th period) with a college field trip opportunity to IVC and SDSU IV campus), teachers will visit Sweetwater High school to learn about their intervention practices (500 subs) b. Continue to employ Supplemental Intervention (E2020) teacher during Summer Intervention (142 hours, 20 weeks) c. Continue to employ Supplemental Intervention Program (E2020) teacher during the regular school year and provide students and opportunity to make up credits. 4 days a week for 38 weeks d. Offer walk-in tutoring in the library by employing 2 Certificated Tutors to offer academic support Mon-Thurs for one hour. Same as goal 1.4 f. Summer Connection teacher salaries to support at risk incoming 9th grade students from all of our feeder schools.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	a. SAS Field Trip 1 Bus/subs 1,000 (Title I) b. E20/20 Summer hourly \$6,626 (Title I) c. E20/20 Software 15,000 (LCFF, 5800) c.E20/20 Teacher hourly 7,092.54 (Title I) d. Teacher hourly rate Same as goal 1.4 f. Summer Connections teacher Salaries \$17,973(Title I)	\$ 1,500.00 \$ 6,625.93 \$ 7,092.54 \$ 17,973.00			\$ 15,000.00
4.5 Grade level presentations and support services that promote and enhance student engagement. a. Counselors and administrators will provide grade specific information regarding testing, graduation requirements, and activities in the fall b. Host College Application Workshops for 12th grade students c. Host a school wide career fair every two year (none 2017-2018)		<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____					
English Learners 4.6 Provide English Language Learners with appropriate materials for classroom instruction to increase student engagement and academic support. a. Continue the use of English 3D II in Accelerated Language Classrooms b. Create 2 blocked support courses for ELD Students in addition to current sessions. c. Implement a Biliteracy pathway, adding Spanish-language courses		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	a. Mat & Sup. \$3,500 (Title 3, LCFF) c. ELD Courses 72,000 (District)		\$ 3,500.00 \$ 72,000.00		
Professional Development 4.7 Departments will create Curriculum and Assessment Teams (C.A.T.) to align curriculum to Common Core Standards (CCSS) and plan necessary PD opportunities a. Provide Teachers with EADMS/ Turn it in Training to focus on Data Analysis to drive instruction in all applicable content teams. b. Conduct multiple learning walks throughout the year to provide teachers an opportunity to reflect on their own practices and improve c. Counseling for 21st Century training for all counseling to support students. "Hatching Results" d. CAHPERD Training to for P.E. Teachers to gain innovative methodologies.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	a. Technology PD and Subs 2,500 (Title 2) b. Subs for Learning Walks \$5,250 (Title 2) c. Counseling PD \$2,000 (Title 2) d. P.E. Training \$1,500 (Title 2)	\$ 2,500.00 \$ - \$ 2,000.00 \$ 1,500.00			
4.8 Provide specialized training to staff members to support rigorous course offerings such as AP/IB/ and Honors Courses a. A.P Training for teachers who's courses have changed or new courses, predict 4 per year. b. IB Program Participation annual fee 10,000 b. I.B Training for teachers predicting a growth of two courses per year. d. Pay uncovered AP/IB Testing Fees for low income students. e. Google summit training- Increasing Technology in all content areas. f. SELPA Conference for Special Education Teachers		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	a. A.P Training \$5,500 (ccrbg) b. I.B Training \$9,000 (ccrbg) b. IB Annual Fee 10,000(District) b. IB Training Growth 9,000 (CCRBG) d. IB/AP Fees \$14,250 (LCFF) e. Google Summit 6,000 (Title 2) f. SPED, SELPA 1,500 (Title 2)	\$ 10,000.00 \$ 6,000.00 \$ 1,500.00		\$ 14,250.00	
			Total Title I, Title II, Title III	\$ 96,311.26 \$ 11,500.00 \$ 3,500.00 \$ 689,686.00			

Summary of Title I Expenditures 2017-2018

4300 Materials and Supplies		Goal #		
Library Books and Materials	\$ 1,000.00	1.1b	Parent involvement(Highlighted in orange)	\$ 9004.36
Library Software: worldbook (1200), la follett circulation fees (900)	\$ 2,200.00	1.1c		
9th grade agendas	\$ 1,900.00	1.2a	SESProgram (Highlighted in Blue)	\$ 13,318.62
Department CCSS Materials and Supplies	\$ 7,500.00	1.4		
SAS Class Instruction Supplies	\$ 1,000.00	1.5d		
Math Portfolio Mat & Sup	\$ 1,000.00	2.3b		
Parent Back 2 School Night and Title I Night	\$ 1,000.00	2.1c/2.1d		
Healthy Habbits Night	\$ 500.00	2.1d		
Title I Computer Lab Materials and Supplies	\$ 1,000.00	1.5b		
AVID Quarerly Parent Meetings	\$ 800.00	3.1		
ASB Materials for advertisement	\$ 1,000.00	2.1g		
Poster Maker Supplies	\$ 1,500.00	3.1L		
Counceling Parent Meeting Supplies	\$ 1,000.00	3.2a		
Higher Ed Day Supplies (11th and 12th grade)	\$ 400.00	3.2b		
AP/IB Parent Meeting Supplies	\$ 400.00	3.1a		
Guidance Support Specialist Supplies (certificates, other materials)	\$ 200.00	3.2c		
DELAC/ELAC Quarterly Parent Meeting Supplies	\$ 1,600.00	3.5c/3.5d		
Summer Connection Materials and Supplies	\$ 500.00	4.4f		
SES Materials & Supplies	\$ 1,000.00	1.5c		
Graphing Tablets for Math (5 class Sets)	\$ 32,000.00	2.1c		
Turn it in program	\$ 15,000.00	1.1		
EADMS	\$ 9,000.00	2.2d		
Postage for mailing letters	\$ 1,000.00	3.1a		
COSA supplies home less and foster	\$ 1,000.00	1.5f		
	Total \$ 83,500.00			

1100	Certificated				
		Pirt Salary	\$ 63,101.00	1.2b	
		TOSA	\$ 24,636.00	1.5a	
		AVID Coord. Release Period	\$ 24,368.50	4.1a	
		RRR Summer 2 teachers X 142 hours X 40	\$ 11,561.00	2.3i	
		2 SES Teacher Library Tutors x (3 days a week X 34wks @40 an hour)	\$ 8,959.00	1.5c	benefits added
		Link Crew Advisor Hourly for activities 30X40	\$ 1,399.84	3.3d	
		E2020 summer hours 142x40	\$ 6,626.00	4.1c	
		E2020 During the year hours 152 x40 (38 weeks)	\$ 7,029.54	4.1c	
		S&C: Summer Connection Teacher Salaries (3)	\$ 17,973.00	4.4f	
		Total	\$ 165,653.88		
2200	Classified				
		Lab Aide	\$ 46,537.05	1.6b	
		AVID Tutors	\$ 32,751.29	4.1c	
		Academic Coach	\$ 33,163.00	4.8i	benefits added
		SES Classified Tutors= 2 X 3hour X 32 weeks x 15	\$ 3,359.62	1.5c	
		SAS Subs (500 for college trip)(500 high school visit)	\$ 1,000.00	4.1a	
		subs for math festival	\$ 375.00	2.1e	
		AVID Subs: Tutors, Training, meetings	\$ 6,000.00	4.1b-e	
		ELD Parent Meeting Subs:4x4x125	\$ 1,000.00	3.5c	
		AP/IB Subs for Parent Conferences	\$ 1,000.00	3.1a	
		PD Subs for teacher Training	\$ 2,000.00	3.6d	
		Total	\$ 127,185.96		
5200/5800	Conference				
		Bus for math festival	\$ 500.00	2.1e	
		SAS ClassTransportation to IVC. SDSU CLX	\$ 500.00	4.4a	
		Total	\$ 1,000.00		
		Total Title I Expenditures 217-2018	\$ 377,339.84		
		Award-17-18	322,511.32	reduced by 10% from last year's allocation	
		Carryover 16-17	56,549		
		2017-2018 Total Award with Carry over	\$ 379,060.32		

SHS 2017-2018 Budget Summary

Expenditures	Goal #1: English+all other	Goal #2: Math & Science	Goal #3: Parent Inv.-Engagement	Goal #4: College & Career	Totals	SHS Award 2017-2018 including carryover	Balance	Comments
Title 1 Goals	\$ 211,355.65	\$ 54,435.47	\$ 13,999.84	\$ 96,311.26	\$ 376,102.23	\$ 379,060.32	\$ 2,958.09	
			\$ -					
Title 2 Goals	\$ 90,574.42	\$ 5,499.61	\$ -	\$ 11,500.00	\$ 107,574.03	\$ 64,696.79	\$ (42,877.24)	pending end of the year carry over
							\$ -	
Title 3 Goals	\$ 2,000.00	\$ -	\$ -	\$ 3,500.00	\$ 5,500.00	\$ 37,510.58	\$ 32,010.58	encroaches on LCFF funds
							\$ -	
LCFF	\$ 310,114.78	\$ 43,176.73	\$ -	\$ 689,686.00	\$ 1,042,977.51	\$ 2,202,000.00	\$ 1,159,022.49	All district expenditures not included
							\$ -	
Title I:-3010			Title I:-3010					
Award-16-17	358,345.91		Award-17-18	322,511.32	reduced by 10% from last year's allocation			
Carryover 15-16	30,000		Carryover 16-17	56,549				
Parent Involvement	3,583		Parent Involvement	3,583				
Title II (Teacher Quality-Part A) 4035			Title II (Teacher Quality-Part A) 4035					
Award 16-17	71,885.33		Award 17-18	64,696.79	reduced by 10% from last year's allocation/ pending new legislation			
Carryover 15-16	80,000.00		Carryover 17-18	tba				
7/1/16 - 6/30/17	151,885.33							
Title III (Limited English Proficient) - 4203			Title III (Limited English Proficient) - 4203					
Language Census			Language Census					
Award 16-17	41,678.43		Award 17-18	37,510.58	reduced by 10% from last year's allocation			
Carryover 15-16								
7/1/16 - 6/30/17	41,678.43							
			Parent involvement	\$ 9,004.36				
			SESProgram	\$ 13,318.62				

PD Title II Only	Total	Hourly or stipend	Subs	Registration	lodging /flight	Goal #
Lesson Studies for CAT Teams: English/History/Science	\$4,250.00	4250				1
BTSA PD Subs	\$7,500.00		7500			1
BTSA Stipends	\$9,480.00	9332				1
English PD on Assessments @ ICOE or inhouse	\$9,750.00		3750	6000		1
Health Teachers' PD @ ICOE subs/Registration	\$1,400.00		750	400		1
Subs & Registration for teacher to attend best practices PD in-house /pullouts/Academic coach or ICOE	\$4,000.00		2000	2000		2
Academic Coach 25%	\$33,163.00	33163				2
Math PD @ ICOE or Academic Coach	\$2,729.00		2000	2000		2
Math Articulation Subs in LCAP 2.2- 2 teachers 3 days \$750						2
Science PD @ ICOE or Academic Coach	\$2,749.00		2000	2000		2
Social Studies Framework Training Rollout for teachers	\$8,700.00		3000	3000	2700	1
Social Studies MOU for ICOE (hours in LCAP SSCAT Meetings)						1
CAHPERD Training for PE Teachers	\$1,500.00		500	300	700	4
EADMS Tutn it in training in house / subs needed	\$2,500.00		2500			4
Learning Walk Subs funds also in LCAP 2.2 (5250)			5250			4
A.P Training (4 every year)= CCRBG						4
Special Education SELPA Conference	\$1,500.00		1500			
I.B. Training (4 every year)+ (4 every year predicting growth)20K CCRBG						4
Counceling PD @ ICOE "Hatching Results"						4
AVID Conference (9000- CCRBG)						1
Google Summit- Technology Training- 20 teachers	\$ 6,000.00			6000		2
CSLA Conference for librarian	\$ 1,750.00		250	1500		1
Total Expenditures						
	\$97,471.00					
2017-2018 Award						
	64,696.79					
2016-2017 carry over						
	pending					
Balance						
General Fund - Training Approved By Principal 2016-2017						
School Safety/Active Shooter Training	1600					
Aries Training for new administrator	3000					
Title II (Teacher Quality-Part A) 4035						
Award 16-17	71,885.33					
Carryover 15-16	80,000.00					
Total	151,885.33					

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Which activities funded by Title 1, Part A and EIA/SCE were successful at closing the achievement gap for our lowest-performing students?

Activities	Results
Late Buses	Over 50 students are enrolled in the afterschool Intervention Program allowing them to better their grade and get on track to graduate.
Use of Title 1 lab in library to run cram session, tutoring sessions and other support services.	The Student Academic Success classes use the Title 1 lab to focus on research and gain technology skills. Students were successful in completing assignments for other classes thus increasing their grade and GPA.
Three Periods of Intervention Program : Teacher on Special Assignment(TOSA) hired for 1 period to coordinate and oversee program.	Teacher speaks with each student, their parent at the beginning of the school year. Then, teacher follows student's academic growth on a regular basis. Rapport between students and school via TOSA has much improved. The tardy rate has gone down among the students.
Accelerated Language 1 for L1-3 Students	Increase in students' reclassification (CELDT)
Accelerated Language 2 for L4/5 Students	This class has substantially decreased the F rate in core classes. They use the Academic Vocabulary Toolkit with AVID strategies and homework tutorials.
Articulation with feeder schools (math)	Administrators and counselors attend and provide outline of Math requirements and placement testing.

AVID Tutors	Students are very receptive to other adults who are not their teachers. Students who benefitted from AVID tutors raised their overall grade.
Title 1 Night	Increase in parent awareness of programs and services available to them.
Counseling holds multiple parent meetings	Increase in parent awareness and involvement.
Parent meeting focusing EL and AVID Students.	Increase in parent awareness and involvement. Highly attended by parents, overview of services.
SES Tutoring as an intervention for at risk students.	Growth in students' grades and GPA is limited. 2 nd year of program will require modifications.
Credit Recovery program	All students enrolled completed at least one course. Increased student GPA and returned students to be on track for graduation.
Summer Bridge Program	Encouraging results led to expanding the program to incorporate all of our feeder schools for summer 2017. The program will continue to be called "Summer Connections."
Counselor on Special Assignment conducts meetings with parents whose students are at-risk and foster youth.	Increase in parent awareness and involvement, overview of support services.
Use BlackBoard Connect to contact parents	Increase in teacher-parent contacts as demonstrated by reports.
Provide teachers with time to plan curriculum and special projects	Increase in teachers' understanding of CCSS & cross curricular collaboration.
Use of substitutes to allow teachers to attend conferences, parent meetings, etc.	Increase in parent-teacher contact and teacher subject competence.

Which activities funded by Title 1, Part A and EIA/SCE were not successful at closing the achievement gap for our lowest-performing students?

Activities	Results
After-school tutorial for math class Reteach-Retake-Replace	Lack of consistency in the approach among all Algebra 1 teachers as well as other content teams. Hours removed from Title I and funded by LCAP.
Saturday Bootcamps for Standardized Testing	This event was poorly planned, there was a lack of teacher interest, and was not carried out. This item will be removed from our plan
Math Saturday Skills Sessions/ Parent Quarterly Meetings	These event was poorly planned, there was a lack of teacher interest, and was not carried out. This item will be removed from our plan
ELA Star Testing for 9 th -11 th grade students	We did purchase the testing program as we do not have the infrastructure for a follow-up plan this year.

Which activities should be continued?

- a. All the activities mentioned in the successful list will continue.
- b. Southwest will continue with three credit bearing SAS session, Title I funds will continue to pay for the release period of their program Coordinator.
- c. We will continue with our Eagle Study Spot in the library; 2 Certificated Teachers (one Math and English), and three certificated tutors to provide walk-in tutoring for students. One targeted tutoring session will become available, parents will be able to request support as needed.
- d. Algebra 1 content team will meet regularly and analyze data to determine which standards to reteach, develop units and tests, and which students should attend.
- e. Continue using BlackBoard Connect as our communication system to reach parents. However, we will add the texting option or seek other programs that support text messaging. This feature will allow parents to receive messages as a text message in lieu of a phone call.
- f. Accelerated Language 2 class will expand from two days per week to four days during 8th period to include credit recovery.
- g. We will continue full implementation of our AVID and ELD Programs.

Which activities should be discontinued?

- a. We will reduce the number of hours offered as an afterschool RRR, make required modifications improvements are not made will remove it completely for next school year.
- b. Saturday Bootcamps for Standardized Testing
- c. Math Saturday Skills Sessions/Math Quarterly Parent Meetings
- d. ELA Start Testing

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sqiappcatprog.asp>

State Programs	Allocation
<input checked="" type="checkbox"/> Educator Effectiveness Purpose: Provide Academic Coaching for staff members	\$83,000
<input checked="" type="checkbox"/> Career Tech Education Incentive Grant Purpose: Support Technical Career Education	\$470,000
<input checked="" type="checkbox"/> CCPT- CAL Safe Grant Purpose: To establish or enhance a locally defined career pathways program that connects school districts, county superintendents of schools, charter schools, and community colleges with business entities.	\$139,000
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE] Perkins	\$
Total amount of state categorical funds allocated to this school	\$692,000

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 322,511.32
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$ 3,225.11
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$ 32,251.13
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 64,000
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students - Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 48,200
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program - Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input checked="" type="checkbox"/>	Career Technical Education Purpose: Support vocational classes in education	\$ 57,000
<input checked="" type="checkbox"/>	Other federal funds (Migrant Program Services)	\$ 249,573
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$ 741,248.32

SNAPSHOT SHS REPORT/SCORES OF STATE PRIORITIES:

Priority 1: Basic (Conditions of Learning)

Equity
Professional Learning
Resource Alignment
Teachers
Curriculum
Instruction
Resource Alignment
Facilities in good repair

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

Assessment
Curriculum
Equity
Instruction
Professional Learning

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

Culture and Climate
Equity
Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

Assessment
Curriculum
Equity
Instruction

Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to:

Culture and Climate
Equity
Family and Community

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:

Culture and Climate

Equity

Family and Community

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

Curriculum

Equity

Professional Learning

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable as relates to:

Curriculum

Equity

Professional Learning

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Coordination of instruction of expelled pupils pursuant to Education Code section 48926 as relates to:

Resource Alignment

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records as relates to:

Resource Alignment

WASC Recommendations 2014-2015

▼ Progress Made ▼

Critical Area # 1: Administration needs to take a more assertive role in supporting teachers in the implementation and monitoring of necessary instructional practices to enhance student achievement. In progress

Critical Area #2: The school needs to develop more frequent formative and summative common assessments with the purpose of using the data to drive student instruction. In progress

Critical Areas #3: SHS should continue to increase the level of communication with and participation of all stakeholders with special focus on English Learner families. In progress

Critical Area #4: The school needs to implement a measurable, schoolwide, definition of rigor. Complete

Critical Areas #5: There is a need for SHS to increase articulation between its feeder schools as a means for early intervention and student placement for incoming freshmen. In progress