

The Single Plan for Student Achievement

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Roseville High School's Vision and Mission Statements

Mission: Working together, we will prepare every student for post-secondary education.

Student Learning Outcomes - A Roseville High School Graduate will ...

Retain and apply the key content knowledge and foundational skills in reading, writing, and computation necessary to succeed in current course and at the next level

- **Utilize discipline specific vocabulary and essential information
- **Recognize, link and organize concepts that cross disciplines
- **Demonstrate skills necessary for competency in the particular disciplines

Have knowledge and skills necessary for learning and transitioning to college and career

- **Exhibit proficiency in technology at a level necessary for real-world applications
- **Demonstrate techniques that lead to success: goal setting, time management, collaborative learning, and perseverance
- **Formulate a post-secondary plan that considers career pathways, college admission and financial aid requirements

Solve complex problems with precision and accuracy

- **Hypothesize or strategize possible approaches or solutions to a task or problem
- **Identify essential questions and collect necessary evidence
- **Analyze and evaluate a variety of evidence to formulate a solution, answer, or response
- **Construct, organize, and communicate well-reasoned arguments and responses

School Profile

Roseville High School (RHS), a US News & World Report Silver Medal school, was founded in 1912 as the first school in the Roseville Joint Union High School District. As Roseville's oldest high school, RHS maintains a special place in the community. The school recently celebrated our Centennial, an event embraced by the city. Commemorative banners lined Vernon Street in the historic district, and a standing room only crowd of proud alumni, many in Letterman jackets, filled the bleachers at the Homecoming game against our cross-town rivals. Generations of families have matriculated at RHS. It is not uncommon for our more tenured teachers to speak of having a current student's father or mother in class years ago. Though it is clear RHS is grounded in history and tradition, it is a school with an eye to the future and innovation. In February, 2014, Google invited RHS to host a "Google Fest," an honor coveted by many schools in the Sacramento region. More than 400 educators attended this festival, the first of its kind in Northern California.

Roseville High School receives funding from federal categorical programs, such as Title I, Title III, Title IV, and Title V. We also have students who qualify for McKinney-Vento Homeless grants. State categorical programs include Economic Impact Aid, Tenth Grade Counseling, Peer Assisted Review Program, and Gifted and Talented Education.

Roseville High School enjoys active involvement from parents and the community at large. The parents and community are active partners in the education of all students. Organized parent and alumni groups contribute to annual school events, such as Back-to-School Night, Homecoming Week, High School on the Hill Night, and other school activities and sporting events. Parents frequently host booths to disseminate information during Back-to-School Night, our alumni groups judge our Homecoming floats and participate in our annual Homecoming parade, and parents from the Booster's Club are always on hand at sporting events, running the snack bar and selling "Tiger Wear" to raise money for our students' clubs and teams. In addition, parents help at dances, both setting up and managing the coat check; they help with organizing senior activities such as Senior Sunrise, Senior Ball, Senior Breakfast, Senior Picnic, and Senior Sunset; during Homecoming, parents host float building sites and help with float construction as well. Finally, our RHS student store is managed and run completely by parents.

Parents play a vital role in many campus organizations, including representation on our school site council, Parents' Club, Music Boosters, Athletic Boosters, English Learner Advisory Council, and other ad hoc committees. In the 2013-2014 school year, our Parents' Club was "reimagined" as an "Academic Boosters" club, with attendance more than doubling that of years past. The results of this new model resulted in three SAT prep classes for our juniors and seniors, funded through donations from the Athletic Boosters and the Alumni Association. In addition, Parents' Club sponsors our Tiger Pride awards twice a year, an award which

celebrates student achievement in both personal and academic endeavors. Our parents even join administrators in going to classrooms to present the awards. Lastly, our Parents' Club recognizes the contributions of our staff through Teacher Appreciation Week treats and hosting our end of the year luncheon complete with raffle prizes. Teachers and staff look forward to this event all year. Our Booster Club is very active, with parent volunteers from each sport meeting monthly, helping with fundraisers, and working the snack bar at sporting events. RHS boasts a particularly active alumni association, over 450 members strong. This organization is an integral part of our Reaching Out and Sharing Experiences (R.O.S.E.) program, an intergenerational experience which pairs students and elderly members of the community. Our alumni association funds scholarships, an annual teacher "wish list," and created our Centennial Yearbook.

As the oldest high school in the district, it is natural that our links to the community are strong. One can find community involvement/partnerships in almost all of our programs. The community aids our athletic programs in many ways: girls basketball partners with CSU Sacramento (RHS teams go to watch practices and ask questions of the college athletes and coaches); students who take the x-biking course at RHS are certified to teach biking at Cal Fit; our wrestling room was remodeled with the help of community sponsors; our PE Leadership/Recreational Administration class, which started this year, partners with Spanger Elementary School – our students will teach PE at Spanger; a local chiropractor, Dr. Freeman, offers free chiropractic services for RHS student athletes; businesses in the community sponsor some of our athletic teams – Red Robin sponsored Girls Water Polo; a three day self-defense seminar is offered by a local business to our PE program; Capitol City Rowing donates a free lesson to our PE program; and the US Army conducts an "Army Workout" day for our PE program.

Our VAPA students can be seen throughout our community at varied events: RHS Band partners with businesses in Roseville, playing at grand opening events; our arts students present at the Blue Line Art Gallery and the Crocker Art Museum, our Art Club students present art lessons to elementary students at three local schools and do face painting at elementary school festivals, and our ceramics students create and donate dozens of bowls to the Empty Bowls fundraiser in Placer County ; our dance team, cheer, and band participate in the City of Roseville Holiday Parade; and our dance program gives workshops to local elementary schools.

Our media productions class was formed in 2013-2014 through the help of the community. The studio was built using fundraisers and advertisement sales, as well as grants from Walmart and donations from local television stations CBS 13 and Fox 40. The community supports our academic classes as well: Patelco Credit Union comes to RHS to offer a financial literacy workshop to seniors and conducts a series of financial literacy lessons in Freshman Seminar and AVID, guest speakers come into our health classes to talk about the importance of organ donation, Whole Foods partners with our Health 2 class for healthy eating lessons, and Heald College gives a financial literacy lesson to our government/economics classes.

Our student government class participates in many community activities; RHS hosts two blood drives a year, earning "High School Blood Drive of the Year" honors last year; student government students organize and host our annual Toys for Tots event, bringing underprivileged kindergarten students to campus each year for a visit from Santa, including, of course, presents; each student government student completes an "Above and Beyond" project which partners students with the community; and our annual Every 15 Minutes program partners with the Roseville Police Department.

The best evidence of the community's involvement in RHS is illustrated through our local scholarship program. Each year RHS and other district students compete for over 50 local scholarships, some open only to RHS students, for awards in excess of \$50,000.

School/Business Relationships

RHS students have the opportunity to engage in many different CTE programs, which serve as a link to local businesses. Programs include Web Page Design; Culinary and Advanced Culinary; Computer Applications; Multimedia; and Fashion Design and Merchandising 1 and 2. Our CTE programs depend on local business support to keep them apprised of industry standards. For example, our fashion design and merchandising advisory board members include professors from American River College, designers from Black Star Denim, and display coordinators and visual merchandising experts from Anthropologie. Our culinary department holds students to standards and curriculum produced by the National Restaurant Association. Our culinary teachers bring in numerous guest chefs to share their journeys in food service and hospitality and to provide an honest view of training, income, time, and sacrifices involved in pursuing their passion.

In 2013:

- 72% of the students at RHS met the UC/CSU eligibility requirements
- RHS students plan to attend 64 different colleges and universities
- 375 students took a combined 678 Advanced Placement (AP) exams
- The AP pass rate was 53% in 18 different AP exams
- 65% of the seniors carry a Grade Point Average (GPA) above 3.0

- RHS consistently hovers around 800 in the state’s Academic Performance Index (API)
- RHS earned a 2014 Silver Medal from U.S. News and World Report’s “Best High Schools”

But being a great school is more than just GPA and API. Roseville High School is a great place to work and learn because Roseville High School cares about the complete academic and social development of every child.

- We are a family of dedicated teachers, counselors, support staff and administrators
- We have an amazing array of performing arts classes, including dance, theater and band
- We are an AVID demonstration school – Advancement Via Individual Determination!
- We have a Student Athletics program that competes with anyone, anytime, anywhere!
- We are connected through Student Activities – Once a Tiger, Always a Tiger!
- We have Career and Technical Education Programs in Culinary Arts, Media and Computers
- We are 102 years old... and We are The High School On the Hill

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).

The 2014-15 school year is a WASC review year. As a result, we surveyed primarily seniors, juniors, and sophomores and received responses from 1221 of our students broken down in the following grade levels: 419 seniors, 389 juniors, 399 sophomores, and 14 freshmen. While complete surveys are published in the appendix, the following tables give a good sense of our students’ perceptions of their high school experience.

- 94% of students believe Roseville High School offers students a wide variety of extra-curricular clubs, sports, events, and activities.
- 92% of students believe the guidance counselors are available to answer my questions and listen to my concerns.
- 91% of students believe the teachers are responsive to me when I ask questions or seek help during class.
- 91% of students believe Roseville High School provides a safe and secure place for me to learn.
- 90% of students believe my teachers are available during non-class time to answer questions or to assist me with my studies.
- 90% of students are aware of the support systems available at RHS – after school tutoring, AVID, peer helping, and counseling.

This year we also surveyed our parents and received 156 responses. We sent the survey via email in three languages, English, Spanish, and Russian. We asked our parents many of the same questions we asked the students to assess if the parents’ perceptions of Roseville High School were the same as our students

- 96% of parents believe their child feels safe at Roseville High School.
- 95% of parents believe RHS provides a safe and secure place for students to learn.
- 95% of parents believe RHS offers students a wide variety of extra-curricular clubs, sports, events, and activities.
- 94% of parents are aware of the support systems available at RHS – tutorial, advisory, after school programs, etc.
- 91% of parents believe teachers are available during non-class time to answer questions or to assist students with their studies.
- 90% of parents believe the teachers, administrators, and staff treat students fairly and with respect.

Finally, we sent a survey to all staff and received 69 responses to the survey. We asked many of the same questions that we asked of our students and parents.

- 99% of staff believe RHS offers students a wide variety of extra-curricular clubs, sports, events, and activities.
- 99% of staff believe RHS provides a safe and secure place for students to learn
- 99% of staff believe RHS provides a safe place for me to work.
- 96% of staff believe the teachers, administrators, and staff treat students fairly and with respect.

94% of staff believe cultural, ethnic, and social differences are respected and valued at RHS.

94% of staff believe the guidance counselors are available to answer student questions and listen to student concerns.

Classroom Observations

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

Peer observations have been an integral component of staff development since 2013-2014. We first set about designing an observation tool that aligned with our focus on WICOR strategies. In 2013-2014 staff members completed two peer observations, and in the fall of the 2014-2015 school year staff members completed two more. Since last year, teachers have been in another teacher's classroom 312 times. We are determined to make peer observation a regular part of continuous improvement.

During the third quarter of 2013-14, 89 teachers completed two peer observations. Organization and Reading strategies were observed most frequently (137 times observed) while collaboration strategies were observed least frequently (101 times observed)

During the fourth quarter of 2013-14, 55 teachers completed two peer observations. Organization strategies were observed most frequently (107 times observed) while collaboration strategies were observed least frequently (70 times observed)

During the first quarter of 2014-15, 86 teachers completed two peer observations. Organization strategies were observed most frequently (169 times observed) while writing strategies were observed least frequently (98 times observed).

During the second quarter of 2014-15, 82 teachers completed two peer observations. Inquiry strategies were observed most frequently (121 times observed) while reading strategies were observed least frequently (86 times observed).

Results of the 2013-2014 observations were also analyzed at the department level, and these results were given to each teacher at the beginning of the year. We would like to use the results of these observations to target staff development to meet areas of need. We are also looking into the idea of building on our observations to include "learning walks," allowing for rich dialogue of effective instructional strategies among teachers and administrators. One of the most significant results to come from peer observations is a shift in the culture of the school, from a closed door mentality to one that encourages observation and collaboration. Evidence is just anecdotal, but teachers see the value of observing one another and cite this as an important component of staff development.

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)

During the transition years from the CST assessment of content to the SBAC assessment of Common Core, RHS has utilized the CAHSEE and EAP as its most complete indicator of academic achievement in English and Math. RHS is also committed to the monitoring of data and improvement of programs that meet the college-going aspirations of students such as SAT, ACT, AP, AVID and CTE. District level assessments in Math, English, Social Science, Science and writing help guide instruction. It would be beneficial if our school could follow the progress of our graduates after high school, since our current source of knowledge is only self-reporting which is biased and incomplete.

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

Common assessments are utilized in most courses and departments. A variety of assessment strategies are utilized, varied by course and even within a course. RHS staff regularly looks at data to inform our teaching for all students, including students whose primary language is not English. RHS uses student feedback and results of assessments to help monitor student progress. However, our common assessments are typically summative, not formative. While they are good as an “autopsy” of student learning, they are not always diagnostic, enabling teachers to adjust instruction mid-course. While we have systems for monitoring student progress, we have room to grow in how we respond to that monitoring and provide intervention. Departments need to continue to work on both formative and common assessments and need to do a better job of analyzing the data from the assessments to further drive their curriculum.

Staffing and Professional Development

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

Working with over-site of the district's Personnel Office and procedures established through the Committee on Assignments, RHS is able to place a highly qualified teacher in every classroom. All teachers meet the appropriate credentialing, as outlined by federal, state and local guidelines.

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

There is a defined instructional leadership role and many opportunities for professional development including district wide professional development and staff-wide cafeteria style trainings. As math teachers make the transition to Integrated Math, the district continues to offer professional development through Oregon State University, district math coaches and release time for math teachers. A similar model is beginning for science teachers as they transition to a new integrated science instructional model.

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

RHS attempts a comprehensive approach to professional development that includes: conferences and trainings from nationally recognized organizations such as AVID and the College Board, PCOE offerings, and local programs developed and implemented by both district and site level administrators and teachers. Teachers have noted that we could improve our professional development plan by identifying and using various data to develop and focus our plan and identify ways to measure success through student learning data. While teachers have had a lot of professional development in instructional technology, more is still needed.

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

RHS has been part of the districts ongoing BTSA program for new teachers, along with a buddy system that connects a veteran and a new teacher on campus. Monthly meetings are held for new teachers to provide clarity on upcoming events and procedures. The school has utilized the district provided instructional coaches in Math and ELA. Every term, one of the faculty meetings is set aside exclusively for a "Cafeteria Style" professional development day where teachers can select workshops taught by their colleagues in a mini lesson format. The school has hosted a district Google Fest for two years in a row and sends up to 20 different staff members to these weekend long workshops.

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

RHS has some high-functioning PLTs. The school uses early dismissal Mondays to set aside one hour of collaboration time to develop, support, and guide the PLT practice to produce evidence of effectiveness in academic success, student engagement, and college readiness. Recent analysis notes that while some PLTs are highly functioning in their response to student needs, it is not consistent across campus and there is a lack of consistency in grading policies. Departments collaborate across the district formally as part of Common Core Advisory Teams (CCAT) and informally through district professional development. This collaboration and professional development across the district has seed new found enthusiasm through three added district wide professional development days in August, October and April.

Teaching and Learning

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

The RHS culture encourages all students to go to college. The school has a vast choice of courses that include real-world application in the curriculum and are available to all students. Our counseling staff works hard to assist every student in meeting his/her full potential. They do a good job of meeting with students and parents throughout the four years to develop and implement students' four-year plan. A recent analysis by the staff indicates we need to offer more classes applicable to real world careers, such as CTE/ROP programs of study and evaluate and implement processes and procedures to support students who want or need to alter their pathway. Core departments have been active at collaborating with other schools in course specific and gradel level District Common Assessments (DCAs) and shared instructional materials.

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

While RHS is a high school and does not have specific requirements for instructional minutes in ELA or math, the school still follows the state requirements for instructional minutes in a given year and monitors these minutes through the use of the school calendar and the bell schedule. The school has aligned itself with state and district expectations for 30-45 minutes of daily math and English Language Arts support, especially with the emphasis on ACCESS Math courses, English Labs, and ELD/SDAIE courses that ensure the most at-risk students receive instruction in these areas year round.

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

RHS is on a 4x4 block schedule, allowing for greater opportunities to build intervention into the instructional day and term. The staff believes we offer a wide variety of courses to meet the needs of all students by intervening when necessary or challenging when appropriate. Included in this master schedule are intervention lab classes to AP and CTE/ROP. Evaluate the effectiveness and follow through for Online credit recovery.

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

A strength of the school is that each department has tried to develop individualized support systems for students to ensure student success in course completion, graduation, meeting A-G requirements, as well as meeting the CAHSEE requirement. There is increased access and use of technology during and outside of class time. The school is trying to increase opportunities for students to collaborate on assignments and projects, especially online. As the school tries to improve technological assess, it will need to allocate resources toward technology that ensure time for management of equipment and leadership in professional development in technology use for the purpose of accelerating student learning. The school has access to standards-based materials and supplemental support including CAHSEE Revolution and Cognitive Tutor/EDGE curriculum.

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

RHS has recently implemented a Freshman Courses of Study program that incorporates an AVID support structure which encourages students to continue with a four-year plan throughout high school. As an AVID demonstration school, RHS has worked on school-wide implementation of AVID WICOR strategies. Cross curricular examples of standards aligned materials and instruction in core courses include:

**The integration of pre-AP/AP History with Honors English/AP Language offered at the 9th – 11th provides students with a cross-curricular learning environment.

**Science assessments use standards based curriculum and support English language and math.

**More Special Education students are mainstreamed, teachers are learning to work with the special education students and more students on IEPs are passing the CAHSEE

**An increase in UC and CSU a-g approved classes.

Opportunity and Equal Educational Access

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

RHS offers a variety of academic and behavior interventions. PBIS was introduced this year. However, staff perceive a lack of a coordinated and cohesive intervention system. Additionally, many interventions are voluntary or occur outside of class. Online resources and interventions are readily available to all students in a variety of courses but not all students are actually using these resources due to some families not having access or some students choosing to not take advantage of the on-line opportunities. An additional area of growth for the school is the continued systemic availability of after school tutoring and advertisement of transportation for those students. Staff members believe there are limited behavioral interventions (e.g. Saturday School and Suspension ONLY) and a more structured system for referral to MSW Intern and LSS is needed. There is a desire for continued growth and strengthening of PBIS so it fulfills the Behavior side of RTI.

14. Research-based educational practices to raise student achievement

RHS is working to increase its knowledge of and use of WICOR strategies to promote critical thinking. Efforts are underway to identify students who are not participating in AP and their reasons why in order to encourage them to take an AP class and provide them with support. The staff believes more can be done to clarify the role of department coordinators as instructional leaders while ensuring communication of Department Coordinator Meeting informational and discussion items to department members to solicit input, broaden discussions, and foster instruction leadership of each and every educator on our campus. Other programs that are actively resourced during the school year include: AVID, EDGE and English 3D curriculum, Equal Opportunity Schools (EOS) and Naviance.

Parental Involvement

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

RHS provides communication to stakeholders of progress and grades via Homelink. The school reaches out to our non-English speaking parents via translator and ELAC meetings. Intervention counselors work to communicate with all families through use of interpreters and through encouraging families to get involved. Revised opening day activities promote school culture and academics and High School on the Hill night is a showcase for our school community. There are a variety of clubs and activities available and more students of diverse groups are being included in all activities. However, there is not consistency in terms of which communication technologies teachers use. Some students must go to Blackboard from some teacher's site/posts/work, to Google classroom for other teachers, and the school website for still others. Our school also needs to do a better job of articulating with our feeder schools about placement, curriculum alignment and students' strengths and weaknesses.

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

Annually, the community stakeholders have been asked for input on the district's LCAP. The school utilizes a School Site Council that meets on a monthly basis to review the Single Plan for Student Achievement and all categorical budgets. Additionally, the school's ELAC meetings are held monthly to provide feedback on the school's ELD program. Monthly Department Coordinator meetings allow for input from teacher leaders and representatives on campus to provide input into course offerings, budgets, policies and procedures. The RHS Parents Club meets monthly and hosts workshops and informational meetings on everything from college acceptance to cyber bullying. The school has an active and health student council and leadership program that plans events, coordinates activities and determines how ASB funds will be spent. Every three years, RHS utilizes the feedback of parents, students and community representatives in the WASC school review process.

Funding

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

Categorical funds are used to provide a variety of different support staff. An EL and Intervention Counselor works with all EL students and parents to develop programs and monitor student progress towards learning English, graduating and being prepared and motivated for post secondary education. LCAP funds are being used by the district to provide social-emotional counseling for at-risk students that are having health, family or other personal problems. Two Learning Support Specialists assist counselors and administrators in supporting at-risk students with an emphasis on English Language learners, chronically absent students and low motivation students. These Learning Support Specialists plan and coordinate the after school tutoring programs and other supports like CAHSEE tutoring and "Why Try?" support groups. The school is going on its second year of implementing trainings from Positive Behavior Intervention & Supports (PBIS) for all students.

18. Fiscal support (EPC)

RHS stakeholders believe there are clear lines of communication in governance and resource allocation. The school strives to effectively handle resources through budget development, auditing, and conducting quality business practices in accordance with Board policies while maintaining open communication between site and district. Continued attention and allocation of resources to updating and renovating facilities on a campus over 100 years old. Establishing transparent procedures for all staff to participate in decisions around acquiring and maintaining adequate technology.

Description of Barriers and Related School Goals

College Readiness

We have significantly reduced the numbers of students dropping out of Roseville High School since 2009, from 107 in 2009 to 11 in 2014. Since 2011, we have increased the number of seniors taking the SAT by approximately 10%. Even though we have increased the number of students taking the test, we have not seen a significant decline in scores. Our students perform better than the average Californian in the critical reading category, and our students are very close to the statewide average in mathematics. We have seen some decrease in student writing scores, and our students do not perform quite as well on this measure as do other students in the state. The number of students taking the ACT has grown from 45 in 2009 to 143 in 2013. We have increased the percentage of students meeting a-g requirements from 46.2% in 2009 to 71.6% in 2014. We have increased the number of AP courses offered from 16 to 18, our AP course enrollment from 823 to 1009, and the AP tests given from 571 to 678 since 2011. We have seen a decline of 5% passage rate, with the increased enrollment. We need to do a better job preparing our students for the EAP test. Too many of our juniors are deemed "Not Ready for College." We have added an EAP Math and ERWC English 12 course for students who score "conditionally ready for college" on the EAP.

Intervention for At Risk Learners

The total number or suspendable incidents have decreased in the past four years as have the total number of days our students have been suspended per year. In the 2014-2015 school year we began the implementation of a PBIS behavior system, which we call ROAR. We have made progress in the identification of our EL students needing to be reclassified, but we believe we have not done enough to integrate our EL students into campus activities. Though some teachers and departments have built in intervention for struggling students, such as mandatory detentions, it is not campus-wide. Data analysis indicates that freshman are our most at risk grade level. In the 2013-2014 school year we started a Freshman Courses of Study program to target students for intervention as they enter Roseville High School. Through this program, students are given an opportunity to learn and develop life long learning skills in Positive Power, Freshman Seminar, AVID 9 or Honors Geography classes. Our AVID program remains one of our best options for intervening with At-Risk students and they target underrepresented students for college. We consistently have approximately 10% of our student population enrolled in AVID.

Student Achievement in English and Math

The percentage of students in our significant subgroups scoring proficient or above has increased in English, while the scores of our white students have remained relatively stable. While the achievement gap has narrowed, overall CST scores in English have

remained relatively stagnant over the past five years, particularly in the advanced and proficient categories. CST scores in math have dropped slightly over the past five years, with the exception of 2011 when scores reached their highest point. Additional analysis of our significant subgroups indicates that performance has dropped in math, with the exception of our students with disabilities, who have seen a 16% increase in Algebra I proficiency levels and a 16% increase in geometry proficiency levels over the past five years. Though our math scores have remained stagnant or decreased, more students in our significant subgroups are taking higher level math classes. We have significantly narrowed the achievement gap as measured by our students' pass rate on the CAHSEE. In 2014 we met safe harbor for all groups but one; our Hispanic or Latino students did not meet the proficiency levels in math. As we move into Common Core instruction and SBAC test results, we will learn more about student achievement in skill areas.

Teacher Professional Development

More teachers are training in AVID instructional strategies, and WICOR strategies have become a focus of staff development. All of our teachers have been trained in recent years in the implementation of Common Core and Professional Learning Teams. Teachers are designing curriculum, instructions, and assessment that align to Common Core. Though we are a PLC school, we need to monitor the products of our PLTs more effectively in terms of the creation of common assessments, analysis of student work, grading practices, and an intervention plan. We have vastly increased students' access to technology through the purchase of Chromebooks and enhanced WiFi, but we need more teacher training to assure this technology is enhancing instruction.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,419	1,396		825	807		42	40		82	57	
Growth API	796	792		812	808		785	761		819	809	
Base API	802	797		818	813		791	788		849	821	
Target	A	3		A	A							
Growth	-6	-5		-6	-5							
Met Target	No	No		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	345	354		157	119		415	461		117	125	
Growth API	742	746		658	657		737	724		601	575	
Base API	740	741		680	659		740	737		554	603	
Target	5	5		6	7		5	5			10	
Growth	2	5		-22	-2		-3	-13			-28	
Met Target	No	Yes		No	No		No	No			No	

Conclusions based on this data:

1. Our Hispanic/Latino students are improving, and in 2013 these students met the growth target. However, the scores of our English Learner students and Students With Disabilities have dropped.
2. Our socioeconomically disadvantaged population has increased in recent years; we note an increase of 46 students between 2012 and 2013. With this increase in population, there was drop in their API from 2012 to 2013.
3. RHS has worked relentlessly to combat the negative public perception and misinformation surrounding our Program Improvement status. While we lost high scoring students to IB and other programs offered at different sites, we also lost some families who were not aware that our PI status does not reflect the strength of our overall program. We are pleased to note that we have succeeded in changing our community's perception and in 2014 we saw a record number of intra-district transfer requests to RHS.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100	99	98	100	98	100	100	100	100	100	100
Number At or Above Proficient	296	301	308	185	196	193	8	11	--	15	12	13
Percent At or Above Proficient	59.6	61.8	69.7	66.8	67.6	75.7	44.4	61.1	--	71.4	63.2	76.5
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	100	98	100	100	98	100	99	99	100	100
Number At or Above Proficient	57	56	57	7	8	9	62	66	85	7	10	5
Percent At or Above Proficient	44.2	47.5	53.3	14.9	19.5	28.1	40.8	45.5	54.1	13.2	20.0	14.7
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes	Yes	--	--	No	No	No	Yes	--	--	--

Conclusions based on this data:

1. For the school as a whole, we have climbed to a 70% proficient rate. For students who do not successfully pass the CAHSEE during the census, the school provides CAHSEE prep labs for juniors and seniors who still need to pass either or both sections of the exam.
2. While the English department has narrowed the proficiency gap slightly for our Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities, we still have much work to do. Critical reading and writing skills are essential to our students' success in meeting rigorous Common Core college and career readiness standards, and we are committed to ensure that EVERY student has access to the opportunities he or she deserves. Our shift in 2014 to our Freshmen Courses of Study is an effort to provide needed intervention at the freshman level for all of our students.
3. The English department has made good progress in narrowing the achievement gap in terms of students passing the California High School Exit Exam (the key component of Adequate Yearly Progress). Gains have been made by our Hispanic, socioeconomically disadvantaged, and English Learner populations. We credit the strength of our ELD program, our English 9 and 10 lab classes, and increased emphasis on using CAHSEE practice questions consistently in 9th and 10th grades.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100	99	99	100	99	100	100	100	100	100	100
Number At or Above Proficient	298	329	312	182	207	193	7	11	--	17	16	16
Percent At or Above Proficient	60.0	67.6	70.4	65.7	71.4	75.4	38.9	61.1	--	81.0	84.2	94.1
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes	Yes	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100	99	100	100	98	98	100	99	99	100	100
Number At or Above Proficient	53	61	55	12	15	10	60	68	91	9	9	9
Percent At or Above Proficient	40.8	51.7	51.9	25.0	36.6	32.3	39.7	46.9	58.0	17.0	18.4	26.5
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes	No	--	--	No	No	No	Yes	--	--	--

Conclusions based on this data:

1. RHS has climbed to 70% proficient rate in mathematics as measured by the California High School Exit Exam.
2. The math department has also made good progress in narrowing the achievement gap in terms of students passing the CAHSEE. The department increased scores on four out of five specific CAHSEE strands, and that improvement is reflected in increased passing rates for our significant subgroups. However, overall scores have not shown significant improvement for any of our subgroups
3. The primary focus of the math department has been transitioning to the Common Core and SBAC assessment. This has caused some practices in the classroom to change over the past few years. The math department is focused on higher level critical thinking and math situations which are closer to real life.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	2	11	8	44	5	28	2	11	1	6	18
10			5	38	4	31	3	23	1	8	13
11	2	13	5	31	7	44	2	13			16
12			7	33	8	38	5	24	1	5	21
Total	4	6	25	37	24	35	12	18	3	4	68

Conclusions based on this data:

1. The majority of our EL students are testing intermediate or early advanced on the CELDT and the Beginner category is the smallest group with only 3 students and 4% of the population tested.
2. We are testing fewer students on the CELDT compared to past years as the district moves towards keeping students in their home attendance areas for their EL programs.
3. 56% of our incoming 9th graders tested Early Advanced or Advanced, larger than any other grade level, perhaps suggesting a trend for higher language levels for future EL student populations.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	3	11	9	33	7	26	6	22	2	7	27
10	1	6	6	33	4	22	4	22	3	17	18
11	3	14	8	38	8	38	2	10			21
12			9	36	8	32	6	24	2	8	25
Total	7	8	32	35	27	30	18	20	7	8	91

Conclusions based on this data:

1. The majority of our EL students are testing intermediate or early advanced on the CELDT and the Beginner category is the smallest group with only 7 students and 8% of the population tested.
2. We are testing fewer students on the CELDT compared to past years as the district moves towards keeping students in their home attendance areas for their EL programs.
3. Only 36% of our incoming 9th graders tested Early Advanced or Advanced, smaller than any other grade level, which is a concern considering they will be leaving RHS in May, 2015.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	108	98	68
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	108	98	68
Number Met	70	58	42
Percent Met	64.8%	59.2%	61.8%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	50	80	33	71	27	52
Number Met	5	41	2	36	--	24
Percent Met	10%	51.3%	6.1%	50.7%	--	46.2%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	Yes	No	Yes	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	Yes
Met Percent Proficient or Above	--	--	No
Mathematics			
Met Participation Rate	--	--	Yes
Met Percent Proficient or Above	--	--	No

Conclusions based on this data:

1. The number of students taking the CELDT has dropped by 40 over the last three years, meeting their target with approximately 60% making growth each year.
2. RHS is seeing a decline of students with less than 5 years in of EL instruction and students with more than 5 years of EL instruction.
3. RHS did not meet its target in 2013-14 for students with 5 more years of EL instruction - the first time in three years that this has happened.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	393	252	245
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	392	252	245
Number Met	261	171	169
Percent Met	66.6	67.9	69.0
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	240	230	68	220	75	205
Number Met	78	117	10	134	19	131
Percent Met	32.5	50.9	14.7	60.9	25.3	63.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	No	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: LCAP - Student Achievement
LEA GOAL:
Provide timely, systemic intervention for all Struggling Students
SCHOOL GOAL #1:
Close the academic performance and student engagement achievement gaps. **Increase the percentage of Socioeconomically Disadvantaged students scoring proficient on the ELA CAHSEE in 2015 from 54% to 59% **Increase the percentage of Socioeconomically Disadvantaged students scoring proficient on the Math CAHSEE in 2015 from 58% to 62% **Increase the percentage of ELL students meeting the RJUHSD Graduation Requirements in May 2015 from 85% to 87% **Increase the percentage of Long Term English Language Learners who are Re-designated as Fluent English Proficient (RFEP) in 2015 from 48% to 53% **Increase the percentage of Special Education students meeting the RJUHSD Graduation Requirements in May 2015 from 60% to 64% **Decrease the percentage of D/F grades in classes during the 2014/15 school year 9.7% to 8.7%.
Data Used to Form this Goal:
CaHSEE Census Data Graduation Rates Grade Reports CELDT & EL Reclassification Data
Findings from the Analysis of this Data:
Improve CAHSEE and CST score trends. In addition, increase the number of students meeting a-g requirements. Our CST scores have been relatively stagnant for the past three years. To some extent this could be a factor of trying economic times for our students and our transition from CST to Common Core, but we are clear that we need to do more. It is our hope that our push in incorporating AVID instructional strategies and our freshman Courses of Study will increase student performance in the coming years. We have improved our CAHSEE pass rates over the past number of years, and in 2013 closed the achievement gap enough to make safe harbor in all but one category. We have increased the number of students meeting a-g requirements by approximately 25%, with 71% of our class of 2013 meeting these requirements.

How the School will Evaluate the Progress of this Goal:

Student participation rates and achievement data for:
 CaHSEE Data
 Graduation Rates
 Grade Reports
 CELDT & EL Reclassification Data

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
CaHSEE Tutorial Four 3-week sessions per year Target sophomores identified by Pre-CaHSEE results Target Juniors & Seniors who have yet to pass the CaHSEE	08/11/14-05/29/15		None Specified	District Funded	
Use Google Chromebooks to promote self-reflection by accessing Homelink through student accounts. Use Google Chromebooks to assist with online intervention and support (e.g. Kahn Academy)	08/11/14-05/29/15	20 Chromebooks & Cart	None Specified	Common Core	8000
Tiger Tutoring Center Open for after school tutoring 5-days per week for 90 minutes per day Paid student tutors and AVID tutors assist with 1-on-1 or small group tutoring Teachers paid hourly to manage tutoring center and student tutors Extended Transportation	08/11/14-05/29/15	Student and AVID tutors (4 tutors x 1.5hr/day x \$10/hr x 5 days/wk x 36 wks)	None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	7500
		Teacher extra-hourly to manage tutoring center (7.5hrs/wk x \$31/hr x 36 wks)	None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	7000
		Incentives and Supplies for After School Tutoring Participation	None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	500
		After School Transportation Routes	None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	22,600

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Strategic Intervention & Support classes Math Lab taken concurrently with Integrated Math I English Lab taken concurrently with English 9 or 10 Critical Reading & Writing taken prior to CP English 11 or 12 Academic Literacy for students reading below 6th grade reading level Identify students for intervention and support classes using Pre-CaHSEE, CaHSEE, grades, & teacher or Intervention Response Team (IRT) recommendations	08/11/14-05/29/15	AVID Tutor used in Intervention & Support Classrooms (12 hrs/wk x \$11/hr x 30 wks)	None Specified	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	4000
Summer Bridge Program & on-going at-risk student support Identify & invite students (30-60 incoming freshmen) to the Summer Bridge Program 1 week intensive "on-boarding" program for incoming "at-risk" freshmen identified by our partner schools Summer Bridge fieldtrip Summer Bridge materials & supplies Learning Support Specialist to facilitate Summer Bridge program & provide on-going support to the EL/IC and "at-risk" students Two teachers to assist with Summer Bridge Program	08/11/14-05/29/15	Salary & Benefits for Learning Support Specialist fieldtrip, materials, & supplies Teachers paid on timesheet	2000-2999: Classified Personnel Salaries None Specified None Specified	LCFF Supplemental: (\$2.7 mil LCAP only) Title III LEP: To be used for EL Title III LEP: To be used for EL	48,500 1000 1000

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
<p>English Language Development Program ELD Levels 1, 2, & 3 taken in fall term SDAIE English Lab taken concurrently with CP English in the spring</p> <p>ELL students placed into appropriate ELD class based on CELDT scores, quarterly benchmark assessment results, and teacher recommendation.</p> <p>Long-term English Learners (LTEL's) placed in LTEL specific ELD 3 course</p> <p>ELD 1, 2, & 3 use Rosetta Stone and Edge curriculum</p> <p>LTEL's use Edge, English 3D, & AVID curriculum</p> <p>SDAIE English uses English 3D & Holt curriculum</p> <p>Proficient (RFEP'd) students</p> <p>Attend Title I Conference in March 2015</p> <p>Fieldtrips to CSU-Sacramento and/or UC Davis</p> <p>Print Spanish Language Section of the RHS Eye of the Tiger Newspaper</p> <p>Learning Support Specialist to facilitate CELDT and provide on-going support to the EL/IC and "at-risk" students</p>	08/11/14-05/29/15	LD Department Coordinator Stipend	None Specified	Title II Part A: Improving Teacher Quality	1,800
		Title I Conference (Registration, hotel, & flights for 3 staff members)	None Specified	Title I	3,000
		materials & supplies for monthly ELAC meetings	None Specified	Title I	500
		ELD Department Budget for materials & supplies	None Specified	Title III	8,000
		Salary & benefits for 2.67 FTE Language Aides \$38,000 Title I Funds \$60,000 EIA Funds	None Specified	Title I	98,000
		1 section to supplement district allocation for ELD program LCFF Funds	None Specified	LCFF - Base	12,000
		AVID Tutorology Training @ SCOE (3 teachers x \$400/teacher)	None Specified	LCFF - Base	1,200
		Printing Costs for Spanish Section of School Newspaper \$1,600 LCFF \$400 EIA	None Specified	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	2000
		Fieldtrips	None Specified	Title III	2,000
		Salary & Benefits for Learning Support Specialist	2000-2999: Classified Personnel Salaries	LCFF Supplemental: (\$2.7 mil LCAP only)	48,500
<p>Positive Behavior Intervention Support</p> <p>Training and release days for teachers</p> <p>Incentives to reward positive behaviors</p>	08/11/14-05/29/15	Training and Release Days for Teachers	None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	6000
		Incentives to Reward Positive Behaviors	None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	2000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: LCAP - Student Achievement
LEA GOAL:
Implement the Common Core State Standards in all content areas
SCHOOL GOAL #2:
Increase the percentage of students that are college and career ready. **Increase the percentage of Juniors scoring "College Ready" or "Conditionally Ready" on the ELA EAP in 2015 from 54% to 59% **Increase the percentage of Juniors scoring "College Ready" or "Conditionally Ready" on the Math EAP in in 2015 from 53% to 58% **Increase the percentage of graduates completing the UC/CSU A-G Recommended Course of Study in 2015 from 71% to 74% **Increase the percentage of students completing at least 1 Advanced Placement Course in 2015 from 37% to 43% **Increase the percentage of graduates completing the SAT in 2014-15 from 61% to 65% **Increase the percentage of graduates completing the ACT in 2014-15 from 31% to 38%
Data Used to Form this Goal:
EAP Results in ELA and Math ACT & SAT Scores & Participation Rates UC/CSU A-G Completion Rates Advance Placement Participation Rates & Exam Scores
Findings from the Analysis of this Data:
We have increased the number of AP classes and the number of students taking AP classes but there is room for growth. We can achieve every graduating senior take at least one AP class and test and continue to expand our AP course offerings. Our a-g completion rate is holding at 70%, but can be improved through more a-g course offerings and more support for these rigorous courses. Our EAP scores indicate the continuing need for inclusion of ERWC English 12 and EAP Senior math classes. These classes give students who score "conditionally ready" on the EAP as juniors the opportunity to gain the skills they will need to be prepared for college-level work and a grade of C or higher in these classes allows students to bypass college remedial courses. We have started offering SAT prep classes at a minimal charge to our students to better prepare them for the SAT and need to consider ACT prep classes.

How the School will Evaluate the Progress of this Goal:

Student participation rates and achievement data for:
 EAP in ELA and Mathematics
 UC/CSU A-G Completion Rates
 Advanced Placement Enrollment & Exams
 SAT & ACT

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Guidance Counseling *Provide grade level lessons and advising: *4-year Plan & goal setting (9th grade) *Career interest inventory & college search (10th grade) *Junior advising program (11th grade) *Senior advising program (12th grade) Provide individual, grade level advising & registration conferences, update 4-year plans, & monitor UC/CSU A-G progress	08/11/14-05/29/15	Guidance Counseling	1000-1999: Certificated Personnel Salaries	Not Specified	
Offer Student SAT Prep Workshops in Fall and Spring to prepare students for their SATs	08/11/14-05/29/15	Teacher Compensation at the hourly rate	0001-0999: Unrestricted: Locally Defined	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	4000
Implement the NAVIANCE College & Career-Readiness Research and Planning Platform	08/11/14-05/29/15	Naviance access	0001-0999: Unrestricted: Locally Defined	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	10000
Post Secondary College Workshop Training and Professional Development - UC and CSU Conferences for teachers and counselors	08/11/14-05/29/15	Conference Registration Fees and Travel Expenses	0001-0999: Unrestricted: Locally Defined	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	2500

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Provide an Elective Showcase (during the existing school day) to inform students about A-G elective choices, CTE Pathways and AP courses	08/11/14-05/29/15	Substitutes to provide release time for teachers	0001-0999: Unrestricted: Locally Defined	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	1000
Provide professional development training in Common Core and provide release time for curriculum development	08/11/14-05/29/15	Conference Registration Fees and Travel Expenses	0001-0999: Unrestricted: Locally Defined	Common Core	10000
Provide College Board AP Conference Training for teachers and counselors	08/11/14-05/29/15	Provide professional development for current and aspiring AP teachers	0001-0999: Unrestricted: Locally Defined	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	5000
Advanced Placement Outreach for Underrepresented Students	08/11/14-05/29/15	Equal Opportunity Schools Consulting	None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	43,300
Incoming Freshman Support and Freshman Pathways (FP) Program *"High School on the Hill" *Arena Registration *Positive Power Support Class (FP) *Freshman Seminar (FP) *AVID 9 Elective (FP) *Geography and World Cultures (FP)	08/11/14-05/29/15	Clerical support for Freshman Registration Activities Freshman Pathways Courses	None Specified None Specified	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget Not Specified	800
AVID Coordinator Release Periods *Support college readiness for underrepresented students *Coordinate professional development for AVID teachers *Substitutes for AVID planning	08/11/14-05/29/15	Fall and Spring AVID Coordinator Release Period Teacher Substitutes to facilitate AVID teacher site planning	1000-1999: Certificated Personnel Salaries None Specified	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget Title I: For those sites that get Title I (RHS, ADHS, AnHS)	13000 1000

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Implement Computer Science Program of Study *Provide professional development training for instructor(s) and program coordinators *Build a new high tech computer lab for Tiger Tech Program *Purchase a 3D Printer/Fabricator for Tiger Tech	08/11/14-05/29/15	Conference fees and travel for staff to attend professional development	None Specified	Other: Includes CRANE, Perkins, anything else that does not fit above	3000
		Substitutes for release periods for Comp Tech teachers	None Specified	Other: Includes CRANE, Perkins, anything else that does not fit above	2000
		Technology purchases	6000-6999: Capital Outlay	Other: Includes CRANE, Perkins, anything else that does not fit above	55000
Expand Technology in the Classroom *Deploy two additional Chrome-carts around campus *Update the library computers for research and after school use *Purchase new teacher computer stations and monitors *Purchase and install a new long throw projector in the Patty Baker Theater *Identify and support an instructional technology team	08/11/14-05/29/15	Chrome Carts with Chrome Books	6000-6999: Capital Outlay	Other: Includes CRANE, Perkins, anything else that does not fit above	12000
		Library and Teacher Computers	6000-6999: Capital Outlay	Other: Includes CRANE, Perkins, anything else that does not fit above	12000
		Projector	6000-6999: Capital Outlay	Other: Includes CRANE, Perkins, anything else that does not fit above	10000
		Substitutes for release periods for Instructional Tech Team	None Specified	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	1500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: LCAP - Professional Development
LEA GOAL:
Implement and Support High Functioning Professional Learning Teams in all Departments
SCHOOL GOAL #3:
The school will develop a school-wide professional learning plan during the start of the 2015-16 school year that includes release periods for PLTs, formal training in Common Core instruction, professional development faculty meeting workshops and after school/prep period based professional development in instructional technology **100% of PLTs will complete PLT rubric reflections **A Comprehensive RHS Professional Development plan for the school year will be developed and shared with Leadership, Teachers and School Site Council **The Comprehensive RHS Professional Development plan RHS will be monitored and adjusted on a monthly basis throughout the year
Data Used to Form this Goal:
WASC Focus Group feedback Peer Observation data Budget Analysis and Expenditures SBAC data (available in 2015) D/F rates District Common Assessments District Writing Assessment CELDT scores
Findings from the Analysis of this Data:
RHS can Improve achievement scores in CAHSEE, CELDT, and District Common Assessments, while decreasing our D and F rates for all students, but specifically for significant subgroups. While we have narrowed the achievement gap in some areas, we can make more progress. We are hopeful that our increased emphasis on WICOR strategies across the campus will continue to improve student learning, but we need to refocus our teacher collaboration and focus on new Common Core instruction and assessments. We need to assess our own practices through PLTs and use the results of these assessments to develop a focused and targeted Professional Development plan.

How the School will Evaluate the Progress of this Goal:

Admin. Leadership and Department Coordinators will identify a rubric to use to assess PLTs
 **PLTs will complete the rubric assessment of their PLT progress in curriculum and instruction
 **Admin. Leadership will evaluate the results of the PLT rubric
 **Admin. Leadership will draft a Professional Development Plan
 **Admin. Leadership will review the plan with Department Coordinators and make revisions
 **The Professional Development plan will be monitored on a monthly basis through Department Coordinator and School Site Council
 **D/F Rates, CELDT scores, District Common Assessments and Writing Assessments will be analyzed to identify areas of improvement

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Staff presentation on Cause Gap Analysis in Technology, Intervention and Common Core Transition	August, 2014	Teacher Back to School Day - no cost			
District Professional Development Day 1, 2, and 3	August and October, 2014; April, 2015	District Professional Development - no cost			
New Teacher Orientation *Back to School Kick Off *Ongoing monthly meetings	08/11/14-05/29/15	Site Professional Development - No Cost			
Lead Teachers in Core Departments Participate in CCAT *English *Social Science *Science *Integrated Math 1, 2, 3	08/11/14-05/29/15	Substitutes cover release periods for Social Science, Science and English	None Specified	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	1500
		Integrated Math release periods all year	1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	28,000
Google Festival *20 staff members participate in 2 day workshops *4 staff participate in Tech Instruction Team	February 6, 7, 8, 2015	Registration			
AVID Summer Institute	July, 2014	Registration, Travel, Meals	None Specified	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	10,000

Centralized Services for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<p>Program Support Goal # 1 Parent Communication and Involvement (Based on conclusions from analysis of program components and student data pages)</p> <p>To increase school-to-home communication (in home language if needed) to involve parents and to support student progress in school.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <p>Groups participating include teachers, counselors, Learning Support Specialists, students, parents, administrators</p>	<p>Anticipated annual growth for each group:</p> <p>An annual growth of 5% increase in school-to-home communication through Interpreters/Translators, Language Line, Homelink, Naviance, and School Messenger.</p> <p>Increased participation in AP/IB courses by underrepresented students.</p> <p>Reduction by 5% of disciplinary referrals and suspensions due to PBIS implementation.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Surveys, interviews, forums, and meetings with parents and students to verify they have had contacts with their teacher/ counselor/ administrator/ support provider regarding academic progress and/or have been invited to participate in surveys, interviews, parent conferences, SSC, ELAC, DELAC, FPM, Parent Nights (P2P), Back-to-School Nights, College/Career Nights Fair, etc.</p> <p>Call logs, counseling appts., to recruit underrepresented students into AP/IB/AERIES data to monitor disciplinary actions and communication with students and parents.</p>	<p>Group data to be collected to measure gains:</p> <p>Survey results, call logs, sign-in registers, and usage records of any LCAP products such as Naviance or School Messenger.</p> <p>Logs from teachers/counselors/administrators of outreach to parents at home or outside school, such as home visits.</p> <p>AP/IB participation rates, test-taking, passing test results</p> <p>Discipline and suspension data from PBIS data</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Train personnel and make resource available to families in the community	08/11/14-05/29/15	Use of Language Line	\$5,000	Title III Immigrant
Train personnel and make resource available to families in the community	08/11/14-05/29/15	Use of Homelink	\$10,200	General Fund
Train personnel and make resource available to families in the community	08/11/14-05/29/15	Use of School Messenger	\$19,500	General Fund

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Train personnel and make resource available to families in the community	08/11/14-05/29/15	Use of Naviance	\$70,000*	LCAP
Train personnel and make resource available to families in the community	08/11/14-05/29/15	Home Visits Program	\$30,000	LCAP
Use as needed with students and families at the direction of EL/IC Counselor and LSS	08/11/14-05/29/15	Interpreters and Translators	\$40,000	LCAP
Meeting monthly with consultant and develop outreach plan	08/11/14-05/29/15	Equal Opportunity Schools Outreach	\$125,000*	LCAP
Hire Personnel	08/11/14-05/29/15	Learning Support Specialists	\$409,000*	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal. List the date an action will be taken, or will begin, and the date it will be completed.

Centralized Services for Planned Improvements in Student Performance

<p>Program Support Goal # 2 Student Engagement through Intervention (Based on conclusions from analysis of program components and student data pages)</p>	
<p>To identify 9-12th grade struggling students (in danger of not graduating) to monitor and to support appropriate academic, social/emotional behaviors.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <p>Groups participating include students, parents, teachers, site staff, counselors, administrators, MFT's</p>	<p>Anticipated annual growth for each group:</p> <p>50% of 10th grade CAHSEE non-passers will pass the CAHSEE by the end of their 11th grade year.</p> <p>100% of 11th grade CAHSEE non-passers will pass the CAHSEE by the end of their 12th grade year.</p> <p>100% of struggling students passing the CAHSEE will graduate in the 12th grade year (no 5th year)</p> <p>10% reduction of PBIS/District Capacity results on suspensions, expulsions, SAM referrals</p> <p>10% increase in Credit Recovery completion</p> <p>2% increase in struggling student graduation rate.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Reports from counselors, administrators, career techs, interns, LSS, Social workers, Marriage Family Therapists, AVID/Summer Bridge contacts with students and parents/guardians to review and assess satisfaction of HS graduation requirements (including CAHSEE)</p> <p>Student grades, CAHSEE passing scores</p> <p>Underrepresented student involvement in college fairs, field trips</p>	<p>Group data to be collected to measure gains:</p> <p>Call logs of messages to parents/students re: tutoring, logs of students attending CAHSEE prep sessions, counseling appointment logs</p> <p>Surveys, interviews on student mental health</p> <p>AERIES data on suspensions, expulsions, graduation rates, SAM referrals, Credit Recovery completion</p> <p>Data on graduation rates.</p> <p>Logs of students attending college fairs and field trips</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Counselors identify students not passing CAHSEE from caseloads, register them for support. LSS monitors progress	07/1/14-06/30/15	After-school and summer CAHSEE interventions and remediation prior to July, November, February, March and May test	\$225,058*	CAHSEE Remediation and Intervention
Counselors identify students not passing CAHSEE from caseloads, register them for support. LSS monitors progress	08/11/14-05/29/15	CAHSEE Revolution	\$15,000	Title I
Counselors identify credit deficient students from caseloads, register them for classes and monitor progress	07/1/14-06/30/15	Year-Round Credit Recovery	\$210,000*	LCAP
Counselors identify credit deficient students from caseloads, register them for classes and monitor progress	06/1/14-8/15/14	Summer Session Credit Recovery and Grade Recovery	\$210,000*	LCAP
Counselors identify recruit and register incoming 9th graders, Intervention Counselor and LSS plan and implement program	06/1/14-8/15/14	Summer Bridge	\$225,058*	CAHSEE Remediation and Intervention
Intervention Counselor identifies, recruits and registers students. Intervention Counselor and LSS plan and implement program	06/1/14-8/15/14	English Learner Summer Session	\$15,000	Title I
Intervention Counselor hired and implementing support for at-risk students	07/1/14-06/30/15	Intervention Counselor at sites	\$747,731	LCAP
LSS for EL hired and implementing support for at-risk students	07/1/14-06/30/15	Districtwide Learning Support Specialist	\$49,311	Title I
Testing Aide hired and implementing support for at-risk students	08/11/14-05/29/15	Districtwide Testing Aide	\$19,000	LCAP
LSS for at-risk Non EL hired and implementing support for at-risk students	07/1/14-06/30/15	Learning Support Specialists	\$409,000*	LCAP
Counselors identify at-risk students from caseloads, refer them to program for support and monitor progress	07/1/14-06/30/15	Marriage and Family Therapists Interns Program	\$124,000	LCAP
Intervention Counselor and LSS identify, recruit and register students. Intervention Counselor and LSS plan and implement program	08/11/14-05/29/15	College Visits for At Risk Students	\$15,000	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

List the date an action will be taken, or will begin, and the date it will be completed.

Centralized Services for Planned Improvements in Student Performance

<p><u>Program Support Goal # 3 Nurture and Support High Performing Professional Development Practices</u> (Based on conclusions from analysis of program components and student data pages)</p> <p>To increase staff awareness and implementation of the Common Core State Standards, in order to develop students who are fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners, and users of technology as a source of information and a means of communication.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <p>Groups participating include EVERY teacher, site staff, counselors, and administrators</p>	<p>Anticipated annual growth for each group:</p> <p>100% training of staff on effective PLTs 100% staff implementation of the Common Core State Standards by establishing ELO's and formative and summative DCA's in EVERY content area.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Staff participation and support for Equal Opportunity Schools, Cultural Literacy, CC Math and Science Practices, Expository Reading & Writing Course, district-wide participation in Professional Development workshops and other opportunities for practice such as lessons, resources (incl Technology), assessments, observations, etc.</p> <p>Observations and walk-throughs of classrooms</p> <p>Use of Naviance by students and parents</p>	<p>Group data to be collected to measure gains:</p> <p>Evidence and demonstrations from PD days. Active engagement from each site demonstrated during walk-throughs for District Literacy training, ERWC workshops, CCSS implementation, DOK, Instructional Strategies, Math/Science practice sessions, Blackboard, Naviance, IlluminateEd, Google trainings, Interventions (including imbedded), Academic Vocabulary English Learners, Literacy training, PBIS, BTSA, AVID, Technology, Blended Learning, PLC's workshops, Cultural Competency, Growth Mindsets, etc.</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
BTSA Coaches identify and work with probationary teachers in need of support	08/11/14-05/29/15	Districtwide implementation of BTSA	\$50,000	Title II
Teachers work with Curriculum and Instruction to prepare professional development sessions. All certificated staff attends district-wide professional development days	08/11/14-05/29/15	Districtwide staff development training including but not limited to 184th day	\$400,000	Title II
Staff trained in the use of Google Tools, CCAT teachers receive release time to plan and develop DWA and DCA.	08/11/14-05/29/15	Site-level staff development supplementing the transition to CC	\$100,000	General Fund
Math teachers attend professional development opportunities, IM leads receive release days to train and implement Common Core instruction	07/01/14-06/30/15	Districtwide Math Coach	\$100,000	LCAP

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Chromebooks purchased, teachers trained in Chromebook use	08/11/14-05/29/15	Technology for ELs, Special Education, and ACCESS Math	\$300,000	LCAP
Counselors and Administrators attend fall training, school hosts consultant	08/11/14-05/29/15	Cultural Literacy Training	\$20,000	LCAP
Teachers work with Curriculum and Instruction and share strategies through PLTs	08/11/14-05/29/15	Academic Vocabulary and Intervention Strategies Training	\$30,000	LCAP
Staff trained and implementing	07/01/14-06/30/15	Blackboard	\$84,000	General Fund
Staff signs up and attends two day festival, Technology Instruction team identified, trained and supporting teachers	02/06/14-02/08/14	Google Festival	\$30,000	General Fund
Staff trained and implementing	07/1/14-06/30/15	Illuminate Ed	\$56,000	General Fund
Staff trained and implementing	08/11/14-05/29/15	PBIS Training	\$45,000*	LCAP
Staff trained and implementing	08/11/14-05/29/15	Equal Opportunity Schools	\$125,000*	LCAP
Staff trained and implementing	07/01/14-06/30/15	Naviance	\$70,000*	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal. List the date an action will be taken, or will begin, and the date it will be completed.

Centralized Services for Planned Improvements in Student Performance

<p>Program Support Goal # 4 Extended Day/Year Services and Support (Based on conclusions from analysis of program components and student data pages)</p> <p>To review and monitor recommended instructional support services and facilities, in accordance with State and local Standards, which accelerate intervention and student learning using primary and supplemental instructional materials, equipment, facilities, and schedules that support career and college readiness, including use of technology.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <p>Groups participating include teachers, site staff, district directors, and administrators</p>	<p>Anticipated annual growth for each group:</p> <p>Increase by 10% struggling students who meet UC A-G college and career-readiness by extension of hours for technology labs, internet access, technology applications, counseling, testing, Credit Recovery and other interventions, beyond the regular school day in each significant subgroup for students, parents, and community.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Assessment results of participants, including performance tasks, presentations, and products designed and observed in accordance with site's action plans for DOK.</p>	<p>Group data to be collected to measure gains:</p> <p>End-of-course District Common Assessments, benchmark assessments, formative assessments, and/or accountability as evaluation of student success. Logging hours and units on Cognitive Tutor, Naviance, Blackboard & Carnegie. Libraries/Career Centers & Transportation sign-in logs to determine after hours usage</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Materials distributed to sites, teachers implementing materials in instruction, teachers assessing student learning	08/11/14-05/29/15	Districtwide implementation of instructional materials	\$500,000	IMFRP Perkins IG99
Materials distributed to sites, teachers implementing materials in instruction, teachers assessing student learning	08/11/14-05/29/15	Site and Districtwide instructional materials	\$150,000	0000 Supplemental Title II
Equipment distributed to sites, teachers, counselors and administrators implementing materials in instruction and assessing effectiveness	07/01/14-06/30/15	Equipment and supplies	\$100,000	General Fund
Staff trained and implementing	08/11/14-05/29/15	Naviance	\$70,000*	LCAP
Staff trained and implementing	08/11/14-05/29/15	Blackboard	\$84,000 *	General Fund
Support staff and tutors identified for after school intervention, extended hours promoted, student attendance monitored	08/11/14-05/29/15	Extended Library and Career Center hours	\$75,000	LCAP

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Bus routes identified and promoted	08/11/14-05/29/15	Extended Hours Transportation	\$113,000	LCAP

See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
List the date an action will be taken, or will begin, and the date it will be completed.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Common Core	18,000.00
LCFF - Base	13,200.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site	67,300.00
LCFF Supplemental: (\$2.7 mil LCAP only)	185,900.00
Other: Includes CRANE, Perkins, anything else that does not	94,000.00
Title I	101,500.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	17,000.00
Title II Part A: Improving Teacher Quality	1,800.00
Title III	10,000.00
Title III LEP: To be used for EL	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	32,500.00
1000-1999: Certificated Personnel Salaries	41,000.00
2000-2999: Classified Personnel Salaries	97,000.00
6000-6999: Capital Outlay	89,000.00
None Specified	251,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	Common Core	10,000.00
None Specified	Common Core	8,000.00
None Specified	LCFF - Base	13,200.00
0001-0999: Unrestricted: Locally Defined	LCFF Base: Same as "General Fund"	22,500.00
1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund"	41,000.00
None Specified	LCFF Base: Same as "General Fund"	3,800.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental: (\$2.7 mil LCAP only)	97,000.00
None Specified	LCFF Supplemental: (\$2.7 mil LCAP only)	88,900.00
6000-6999: Capital Outlay	Other: Includes CRANE, Perkins, anything	89,000.00
None Specified	Other: Includes CRANE, Perkins, anything	5,000.00
None Specified	Title I	101,500.00
None Specified	Title I: For those sites that get Title I (RHS,	17,000.00
None Specified	Title II Part A: Improving Teacher Quality	1,800.00
None Specified	Title III	10,000.00
None Specified	Title III LEP: To be used for EL	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	285,100.00
Goal 2	186,100.00
Goal 3	39,500.00

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
David Byrd	X				
Paige Powell		X			
Levi Fletcher		X			
Pilar Steiner		X			
Dana Dooley		X			
Jessica Fork		X			
Bill Settladge				X	
Rayna Becker				X	
Emma Slack					X
Aileen Zarea				X	
Robbie Short					X
Sarah Van Nortwick				X	
Shayna Morgan					X
Jade Owen			X		
Numbers of members of each category:	1	5		3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

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 2/17/15.

Attested:

David Byrd

Typed Name of School Principal

Signature of School Principal

Date

Paige Powell

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date