

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Grace M. Davis High School

50711755031380
CDS Code

Non TITLE 1:

TITLE 1 Schoolwide: X

TITLE 1 Targeted Assistance:

Date of this revision: November 7, 2017

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Modesto City Schools District

The District Governing Board approved this revision of the Single Plan for Student Achievement on November 20, 2017.

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Single School Plan for Student Achievement

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Section 1:

School Mission Statement and Description

School Mission Statement:

OUR MISSION is to provide a dynamic, technology-driven environment to help students prepare for a challenging future by encouraging all students to succeed in their individual pursuit of excellence. We strive to facilitate academic and social growth by encouraging integrity and fostering relationships.

OUR VISION: Every student and teacher can learn when we provide a collaborative, positive and challenging environment.

School Description:

“In Pursuit of Excellence” has been the Grace M. Davis High School motto since the campus opened in the winter of 1961. Although the environs around Grace M. Davis High School have changed from agrarian to urban, the focus on student success and learning has remained the same.

Grace M. Davis High School (GDHS) is located in the northwest part of the city of Modesto, California. The school is one of seven comprehensive high schools in the Modesto City Schools high school district. GDHS serves students from three large junior high schools, two of which are affiliated with another school district. GDHS reflects the socioeconomic and ethnic diversity of the city of Modesto. As Modesto has grown over the years, so has GDHS. However, with the opening of Modesto City Schools’ newest comprehensive high school, Joseph Gregori High School, in the fall of 2010, enrollment dropped significantly. Since then GDHS has seen a rise in enrollment and as of 2017 it is at approximately 1825 students. GDHS is known for its outstanding academics, athletics, and academy programs. Our athletic programs focus on pursuing victory with honor and we have a full complement of boys’ and girls’ athletic teams, which are consistently competitive in the Modesto Metropolitan Conference. GDHS is also the first high school in the district to embrace a digital instruction model. Since 2014, GDHS has provided every student with a laptop device to be used at school and at home to complete work and do research. The staff has undergone extensive training to better serve students in a digital environment. During that same year, our bell schedule changed to a modified block system. Our California Partnership Academies provide unique school-within-a-school opportunities for students interested in pursuing careers in health sciences and public safety. Spartans 101 is our middle college program that provides GDHS students with an opportunity to gain college credit while in high school. GDHS also offers AVID and Advanced Placement courses for students interested in pursuing higher education after graduation. GDHS also hosts the district's program for English Learners with limited English proficiency – The Language Institute. GDHS is a great place for students to pursue their high school education. Students have a wide variety of options, along with a caring and committed staff to support them in their ongoing pursuit of excellence.

The district has an extensive Character Education Program and Grace Davis High School students are regularly recognized at Board meetings for their exemplary character. On campus we also reward acts of character with monthly awards of recognition as well as the prestigious Spartan Awards given in the spring. This year we are in our third year of implementing the PBIS model to address behaviors in an appropriate manner. Our PBIS plan revolves around the mantra HONOR THE SHIELD. Student incentives have increased and alternatives to suspensions are taking precedence. With the new LCAP funding formula, the district has restored a full time activities director. This position is being used to increase the amount of student activates (before school, at lunch, after school, etc.) with a goal of getting every student involved in something.

We are proud of the participation in and success of our many academic teams, which include CSF, FFA, Mock Trial, Academic Decathlon, Speech and more. We proudly recognize students quarterly for academics through our Renaissance program. The pinnacle of our celebrations is our Academic Block D program. In the spring, our most successful students are regaled at a formal ceremony where they receive awards from the superintendent for excellence in academic achievement, on academic teams or as recognized scholars.

Davis has many programs that offer services to our students to aid them in being successful as students and as individuals. We have a Raise the Shield tutoring program that offers adult and peer tutoring in every area before school, at lunch and after school. We have a full-time College Counselor who works with students to plan and prepare for their college acceptance as well as to provide information and support for scholarship acquisition. We have students trained as Peer Mentors and Peer tutors to help their struggling classmates with conflict mediation and academic intervention. We also have a full-time Work Experience Coordinator to assist students with employment and career aspirations.

Migrant Education/Title Part C instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to out of school youth and secondary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by a Support Services Liaison that is housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools District attendance area. The migrant parents assist the district and region in evaluating migrant services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2

Data Overview

Section 3

Data Analysis Summary

2016 – 2017 Data Analysis

The Following are questions are provided as a guide for the data analysis.

- Where are the achievement gaps at your school?
- What are the trends?

Summary of Analysis:

CAASPP Score:

ELA - Goal of 3% increase school wide and 3.5% increase for subgroups were NOT met. Percentage of students who met or exceeded standards decreased by .2%.

- Subgroup that met 3.5% goal:

o Non-SED +3.9%

- Subgroups that increased:

o White +1.5%

o EL +1.6%

o Special Education +.6%

- Subgroups that decreased:

o Hispanic -8.3%

o African American -14.7%

o R-FEP -9.2%

Math - Goal of 3% increase school wide and 3.5% increase for subgroups were NOT met. Percentage of students who met or exceeded standards decreased by 3.5%.

- Subgroup that met 3.5% goal: N/A

- Subgroups that increased: N/A

- Subgroups that decreased:

o African American -6.7% (no students met/exceeded standards)

o White -4%

o EL -3.7%

o R-FEP -2.4%

o Special Education 0% (no students met/exceeded standards)

ATTENDANCE:

The goal to increase student attendance by .5% or to 98% was NOT met. The overall attendance rate decreased .41%. All subgroups decreased except Special Education (+.87%) and White (+.11%). African American and English Learner subgroups decreased -1.85% and -1.41% respectively.

GRADUATION:

The goal to increase graduation rate by .5% school wide was MET by achieving 87.8% (increase +1.4%). The goal to increase by 1% for subgroups was met by the following subgroups:

- Hispanic +5.1%
- African American +12.5% (100% grad rate)
- SED +2.5%
- Special Education +9.2%

The dropout rate was 5.2% - an overall decrease of 12.4% over the past seven years. The percentage of freshman off track for graduation is concerning. 33% of freshman are not on track to graduate after their first year of high school; 54% of AA freshman are not on track to graduate after their first year of high school.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT:

The goal to decrease suspension rate by .5% or to 2.8% was MET, decreasing from 6.73% to 4.98% (108 suspensions). Subgroups (AA, SWD) goal to decrease 1% was MET by SWD (-4.85%); NOT met by AA (+3.62%). PBIS implementation is ongoing with further development of the Honor The Shield recognition program, Intervention Center changes and Restorative Practices implementation.

Section 4

Annual SPSA Evaluation

SPSA Annual Evaluation 2016-2017

Plan Priorities

- Identify the top priorities of the 2016-17 SPSA. (No more than 2–3.)
 1. Positive Behavior Intervention and Supports: decrease suspension rate by .5%.
 2. Increase ELA scores on CAASPP by 3%.
 3. Increase math scores on CAASPP by 3%
- Identify the 2016-17 major expenditures supporting these priorities.
 - Instructional Coach
 - Professional development
 - Positive behavior incentives/supplies

Plan Implementation

- Identify strategies in the 2016-17 SPSA that were fully implemented as described in the plan.
- An instructional coach provided support to new teachers in the areas of technology, professional development, and classroom management.
- Providing before and after school tutoring to support students in all academic classes to keep them on track for graduation.
- Identify strategies in the 2016-17 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Provide a summer bridge program for targeted incoming 9th graders was not fully implemented.

 - o What specific actions related to those strategies were eliminated or modified during the year?

It was a summer program for incoming 9th grade students and students were not identified and informed early enough on for proper notification.
 - o Identify barriers to full or timely implementation of the strategies identified above.

Lack of system to identify students who would benefit from the program and the lack of identified program coordinators early enough on to provide sufficient planning time.
 - o What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We will be adding the summer bridge program option on the course ballots for the upcoming summer program and identify program coordinators in early Spring to be able to plan accordingly.
 - o What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Low participation numbers by students. Only 20-25 students attended the bridge program daily.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
Implementation of the Honor the Shield program to reward positive behavior and implementation of restorative practices helped reduce the schoolwide suspension rate from 6.73% to 4.98%
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Scheduling SART and SARB meetings to address chronic absenteeism.
 - o Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
SART meetings not implemented with fidelity, held routinely and lack of attendance incentives.
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other
 - o Based on the analysis of this practice, would you recommend:
continuing the practice with increased fidelity and modifications as noted below.
 - Eliminating it from the 2017-18 plan
 - Continuing it with the following modifications:
Adding attendance recognition component and regular follow up on chronic absent students.

Involvement/Governance

- How was the SSC involved in development of the plan?
SSC assisted in the formation and evaluation of the various strategies and activities in the plan
- How were advisory committees involved in providing advice to the SSC?
The ELPP, administration and site leadership were provided draft goals and strategies and asked for input.
- How was the plan monitored during the 2016-17 school year?
During the year, SSC revisited the plan and progress towards goals at meetings. Administration and others reviewed the goals and progress by analyzing student achievement data ongoing.
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Continue to utilize SSC, administration and site leadership to evaluate outcomes and make adjustments accordingly to address student needs.

Outcomes

- Identify any goals in the 2016-17 SPSA that were met.
Implement PBIS to decrease suspension rate by .5%. Schoolwide and SWD subgroup met this goal.
- Identify any goals in the 2016-17 SPSA that were not met, or were only partially met.
SBAC ELA, SBAC Math and Attendance Rate goals were not met.

- o List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
Summer bridge program and SART/SARB's to address chronic absenteeism.
- Based on this information, what might be some recommendations for future steps to meet this goal?
Enhance the Summer Bridge program and implement strategies to support Freshman learning to get students engaged in school/learning early on so they want to attend school. Increasing student attendance will help support all the other SPSA goals.

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #1 LCAP Goal 2 & 3 - English Language Arts (ELA) Jr. High and High School

Increase by 5% points the percent of students scoring Meets or Exceeds and decrease by 3% points the percent of students scoring Not Met on Smarter Balance Assessment – English Language Arts (ELA).

Percent of students at the Meets or Exceeds OR Not Met proficiency level:												
	2015 – 2016				2016 – 2017				2017 – 2018 Meets or Exceeds		2017 – 2018 Not Met	
Schoolwide (SW)	Goal	46.9	Actual	41.3%	Goal	44.3%	Actual	41.1%	Goal	46.1%	Goal	29.04%
English Learners (EL)	Goal	6.9%	Actual	1.6%	Goal	5.1%	Actual	3.2%	Goal	8.2%	Goal	76.03%
Students with Disabilities (SWD)	Goal	14.5%	Actual	8.9%	Goal	12.4%	Actual	9.5%	Goal	14.5%	Goal	68.43%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase percent of students mastering literacy skills across all content areas.					
Schoolwide (SW)	Provide teachers and students with 80% instructional coach to help with team inquiry cycle, effective instructional strategy implementation with emphasis on	Teacher led Spartan Walk participation and email feedback to teachers Walkthrough data and Instructional rounds participation activity	July 2017 - June 2018	Instructional coach Substitutes, participation/curriculum rate, conference travel and registration	Title 1 Positions Title 1 Professional Development	25000 3750

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>instructional norms, professional development, classroom management tools/strategies, technology, etc.</p> <p>Professional development for teachers and administrators on best literacy strategies, instructional norms, AVID strategies, professional learning communities, Spartan walks/walk throughs, curriculum, technology and more, including conference attendance focusing on best practices and research based strategies.</p> <p>Provide collaboration time and professional development for the identification of essential standards, development of common assessments and lesson planing, instructional norm implementation, data analysis of student work samples (norming) and assessments, and targeted</p>	<p>Administration observation and class visit feedback to teachers</p> <p>ELA benchmark data</p> <p>ELA quarter/semester failure data</p> <p>Teacher team common assessment data</p> <p>SBAC ELA results</p> <p>SRI quarterly data monitoring</p> <p>Studysync fidelity implementation and usage monitoring</p> <p>Conference/professional development participation</p> <p>Tutoring participation (sign in sheets)</p> <p>Parent education flyers, mailers, phone dialers</p>		<p>Translation, child care, refreshments, postage/mailers, teacher presentation costs</p> <p>Before/after school and Saturday academic tutoring/intervention</p> <p>Clerical, lunch tutoring</p> <p>Instructional materials/supplies, office supplies, technology, student recognition and incentives</p>	<p>Title 1 Parent Involvement</p> <p>Title 1 Certificated</p> <p>Title 1 Classified</p> <p>Title 1 Supplies and Services</p>	<p>500</p> <p>1500</p> <p>1726.01</p> <p>16000</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>remediation.</p> <p>Administration and teacher leaders model effective instructional strategies during faculty and collaboration meetings.</p> <p>Administration class visits and observation feedback to teachers with recommendations relating to instructional norm #2: While reading, teachers create predetermined text-dependent questions requiring students to cite textual evidence in their responses and other high leverage instructional strategies.</p> <p>Teachers will analyze SBAC ELA claims and students will practice SBAC test questions in preparation for SBAC test.</p> <p>Implement SBAC test incentive and recognition program and educate students on implications on college</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>readiness/admissions.</p> <p>Provide recognition for growth towards standards and/or mastery towards standards.</p> <p>Provide tutoring support for students before/after school, during lunch and academic Saturday interventions to allow students to make up work, improve their skills and mastery of the standards.</p> <p>Instructional materials and classroom supplies needed to address students needs and supplement classroom supplies for teachers to work with students.</p> <p>Enhance instruction and access to curriculum through technology resources such as, but not limited to, classroom display televisions, supplemental software, hardware, networking, cables and headsets.</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	Provide parent education classes/training and communication to help all stakeholders to ensure maximum student success; provide child care, mailings, materials/supplies, translation and refreshments.					
English Learners (EL)	Dedicated English learner counselor to work with students and parents to monitor academic progress and mastery towards English proficiency. EL counselor to educate EL students regarding reclassification criteria and current English proficiency levels through class presentations and individual student/parent meetings. Provide supplemental summer school options for English learner students, including support with a paraprofessional, to develop	CELDT/ELPAC results EL reclassification Language Institute student exits Summer school enrollment and credits earned Master schedule	July 2017 - June 2018	Substitutes, participation/curriculum rate, conference travel and registration	Title 1 Professional Development	3750
				Translation, child care, refreshments, postage/mailers, teacher presentation costs	Title 1 Parent Involvement	500
				Summer school	Title 1 Certificated	2667
				Summer school paraprofessional	Title 1 Classified	734

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>additional literacy skills and credits towards graduation.</p> <p>Provide ELD/ALD and other support classes to intensive language development with the goal of accelerating literacy acquisition.</p> <p>TCII translator and other staff translators to support student, parent and school communication (written, phone, meetings, trainings, etc.).</p> <p>ALD teacher professional development and coaching to improve effectiveness of curriculum implementation, and use of high-leverage instructional strategies for EL students.</p> <p>Initial placement assessments, such as CELDT or SRI, to assist in appropriate class scheduling to meet the student's needs.</p>			office supplies such as paper and printer cartridges for printing translated documents	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Case managers include IEP literacy goal (if area of need), monitor progress and report quarterly progress.	IEP goal and progress reporting	July 2017 - June 2018	Substitutes, participation/curriculum rate, conference travel and registration	Title 1 Professional Development	3750
	Teachers/Case managers and paraprofessionals provide push-in support to students in English and other core classes.	Para/teacher push-in schedule		Office supplies such as paper and printer cartridges for printing IEP paperwork	Title 1 Supplies and Services	1000
	Teacher and paraprofessional professional development and collaboration regarding goal setting, monitoring of goals, progress reporting, SEIS program, behavioral strategies, Schoology, curriculum and more.	Success skills participation and grades				
	Success skills class to further support student literacy skill development and monitor student grades, assignment completion and graduation progress					
	ELA curriculum professional development for case managers and paraprofessionals to support					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	student needs in using the new digital curriculum, Studysync.					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.					
Schoolwide (SW)	<p>Provide teachers and students with 80% instructional coach to help with team inquiry cycle, effective instructional strategy implementation with emphasis on instructional norms, professional development, classroom management strategies, technology, etc.</p> <p>Teacher professional development and collaboration for high-leverage strategies associated with instructional norm #1: During instruction, teachers provide students with multiple and frequent opportunities to discuss and collaborate using complete sentences and academic language. (effective questioning routines with emphasis on depth of knowledge, sentence frames, structured pair-share, etc.)</p> <p>Administration and teacher</p>	<p>Teacher led Spartan Walk participation and email feedback to teachers</p> <p>Walkthrough data and Instructional rounds participation activity</p> <p>Administration observation and class visit feedback to teachers</p> <p>ELA benchmark data</p> <p>ELA quarter/semester failure data</p> <p>Teacher team common assessment data</p> <p>SBAC ELA results</p> <p>SRI quarterly data monitoring</p> <p>Studysync fidelity implementation and usage monitoring</p>	July 2017 - June 2018	<p>Instructional coach</p> <p>Substitutes, participation/curriculum rate, conference travel and registration</p>	<p>Title 1 Positions</p> <p>Title 1 Professional Development</p>	<p>25000</p> <p>3750</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>leaders model effective instructional strategies during faculty and collaboration meetings.</p> <p>Administration class visits and observation feedback to teachers with recommendations on ways to increase discussion/collaborative opportunities for students speak/write using complete sentences and academic language.</p>					
English Learners (EL)	<p>Teachers will incorporate the use of sentence frames for students during speaking and writing activities.</p> <p>Teachers will incorporate the use of academic vocabulary word banks.</p> <p>Provide supplemental summer school options for English learner students, including support with a paraprofessional, to develop additional literacy skills to provide discussion and</p>	<p>Example sentence frames and academic word banks</p> <p>Summer school enrollment and credits earned</p> <p>CELDT/ELPAC results</p> <p>EL reclassification</p> <p>Master schedule</p>	July 2017 - June 2018	<p>Substitutes, participation/curriculum rate, conference travel and registration</p> <p>Translation, child care, refreshments, postage/mailers, teacher presentation costs</p> <p>Summer school</p> <p>Summer school paraprofessional</p>	<p>Title 1 Professional Development</p> <p>Title 1 Parent Involvement</p> <p>Title 1 Certificated</p> <p>Title 1 Classified</p>	<p>3750</p> <p>500</p> <p>2667</p> <p>733</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>collaborative opportunities for students to practice the English language during summer.</p> <p>Provide ELD/ALD and other support classes to intensive language development with the goal of accelerating literacy acquisition.</p> <p>TCII translator and other staff translators to support student, parent and school communication (written, phone, meetings, trainings, etc.).</p> <p>ALD teacher professional development and coaching to improve effectiveness of curriculum implementation, and use of high-leverage instructional strategies for EL. students.</p>					
Students with Disabilities (SWD)	<p>Teachers will incorporate the use of sentence frames for students during speaking and writing activities.</p> <p>Teachers will incorporate</p>	<p>Example sentence frames and academic word banks</p> <p>Para/teacher push-in schedule</p>	August 2017 - May 2018	Substitutes, participation/curriculum rate, conference travel and registration	Title 1 Professional Development	3750

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>the use of academic vocabulary word banks.</p> <p>Teachers/Case managers and paraprofessionals provide push-in support to students in English and other core classes.</p>					

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #2 LCAP Goal 2 & 3 - Math Jr. High and High School

Increase by 5% points the percent of students scoring Meets or Exceeds and decrease by 3% points the percent of students scoring Not Met on Smarter Balance Assessment – Math.

Percent of students at the Meets or Exceeds OR Not Met proficiency level:								
	2015 – 2016		2016 – 2017		2017 – 2018 Meets or Exceeds		2017 – 2018 Not Met	
Schoolwide (SW)	Goal 13%	Actual 11.7%	Goal 14.7%	Actual 8.2%	Goal 13.2%		Goal 62.65%	
English Learners (EL)	Goal 6.9%	Actual 5.1%	Goal 8.6%	Actual 1.4%	Goal 6.4%		Goal 87.14%	
Students with Disabilities (SWD)	Goal 14%	Actual 0%	Goal 3.5%	Actual 0%	Goal 5%		Goal 92.24%	

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase the percent of students meeting or exceeding Math content standards					
Schoolwide (SW)	Provide math teachers and students with 80% instructional coach to help with team inquiry cycle collaboration. Professional development for teachers and administrators on best	Teacher led Spartan Walk participation and email feedback to teachers Walkthrough data and Instructional rounds participation activity Administration observation	July 2017 - June 2018	Instructional coach; optional period semester 2 for credit recovery	Title 1 Positions	30500

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>numeracy strategies, AVID strategies, professional learning communities, Spartan walks/walk throughs, curriculum, technology, classroom management and more, including conference attendance focusing on best practices and research based strategies.</p> <p>Provide collaboration time and professional development for the identification of essential standards, development of common assessments and lesson planing, instructional norm implementation, data analysis of student work samples (norming) and assessments, and targeted remediation.</p> <p>Establish common prep period for Secondary Math I teachers to facilitate regular, ongoing collaboration.</p>	and class visit feedback to teachers		Substitutes, participation/curriculum rate for PD/collaboration, conference travel and registration	Title 1 Professional Development	3750
		Math benchmark data		Child care, refreshments, postage/mailers, teacher presentations, translation	Title 1 Parent Involvement	500
		Math quarter/semester failure data		Before/after school tutoring, Saturday academic intervention	Title 1 Certificated	1500
		Teacher team common assessment data		Lunch tutoring and SM1 support tutorials; extra clerical	Title 1 Classified	7941
		SBAC math results		Instructional materials and supplies, office supplies, technology resources, student recognition and incentives	Title 1 Supplies and Services	10000
		SMI quarterly data monitoring				
		MVP curriculum use with fidelity, usage monitoring				

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Align SM1 teachers with their SM1 support students to provide continuity. SM1 support classes focused on pre-teaching, tutorials and practice.</p> <p>Implement AVID tutorials weekly with tutors in Secondary Math I support classes.</p> <p>Administration and teacher leaders model effective instructional strategies during faculty and collaboration meetings.</p> <p>Teachers will analyze SBAC math claims and students will practice SBAC test questions in preparation for SBAC test.</p> <p>Implement SBAC test incentive and recognition program and educate students on implications on college readiness/admissions.</p> <p>Provide recognition for</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>growth towards standards and/or mastery of standards.</p> <p>Credit recovery opportunities through Period 0/8, ESS and/or summer school. Semester 2 optional period.</p> <p>Provide tutoring support for students before/after school, during lunch and academic Saturday interventions to allow students to make up work, improve their skills and mastery of the standards.</p> <p>Instructional books, materials and classroom supplies needed to address students needs and supplement classroom supplies for teachers to work with students.</p> <p>Enhance instruction and access to curriculum through technology resources such as, but not limited to, classroom</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>display televisions, supplemental software such as Mathspace and Desmos, hardware, networking, cables and headsets.</p> <p>Provide parent education classes/training, including parent math night, and communication to help all stakeholders to ensure maximum student success; provide child care, mailings, materials/supplies, translation and refreshments.</p>					
English Learners (EL)	<p>Dedicated English learner counselor to work with students and parents to monitor academic progress and mastery towards English proficiency.</p> <p>EL counselor to educate EL students regarding reclassification criteria and current English proficiency levels through class presentations and</p>	<p>EL reclassification</p> <p>EL math failure rate</p> <p>SMI quarterly data</p> <p>Class visits observing use of sentence frames and vocabulary word banks</p>	July 2017 - June 2018	<p>Child care, refreshments, postage/mailers, teacher presentations, translation</p> <p>Office supplies such as paper/ink cartridges for translated documents</p>	<p>Title 1 Parent Involvement</p> <p>Title 1 Supplies and Services</p>	<p>500</p> <p>1000</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>individual student/parent meetings.</p> <p>Administration class visits and observation feedback to teachers with recommendations relating to instructional norm #1: During instruction, teachers provide students with multiple and frequent opportunities to discuss and collaborate using complete sentences and academic language.</p> <p>Provide ELD/ALD and other support classes to intensive language development with the goal of accelerating literacy acquisition.</p> <p>TCII translator and other staff translators to support student, parent and school communication (written, phone, meetings, trainings, etc.).</p> <p>Initial placement assessments, such as</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	CELDT, SM1 and/or SBAC math, to assist in appropriate class scheduling to meet the student's needs.					
Students with Disabilities (SWD)	Case managers include IEP math goal (if area of need), monitor progress and report quarterly progress. Teachers/Case managers and paraprofessionals provide push-in support to students in math classes. Teacher and paraprofessional professional development and collaboration regarding goal setting, monitoring of goals, progress reporting, SEIS program, behavioral strategies, Schoology, curriculum and more. Success skills class to further support student numeracy skill development and monitor student grades, assignment completion and graduation	IEP goal and progress reporting Para/teacher push-in schedule Success skills participation and grades SWD math failure rate	August 2017 - May 2018	Substitutes, participation/curriculum rate for PD/collaboration, conference travel and registration	Title 1 Professional Development	3750
				Office supplies such as paper/ink cartridges for IEP documents;	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>progress.</p> <p>Access to Lessoneer to support Resource and LH math teachers with additional curriculum resources.</p> <p>Purchase supplemental office supplies to maintain student records, IEP printing (paper/ink cartridges), mailings, etc.</p>					
SUBGOAL:	Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas					
Schoolwide (SW)	<p>Provide science and math teachers and students with 80% instructional coach to help with implementation of instructional norms with emphasis on the standards of mathematical practice.</p> <p>Post and reference mathematical practice posters in math classrooms.</p> <p>Teacher collaboration to establish common mathematical practices that can be implemented in</p>	<p>Teacher led Spartan Walk participation and email feedback to teachers</p> <p>Walkthrough data and Instructional rounds participation activity</p> <p>Administration observation and class visit feedback to teachers</p> <p>Conference/PD attendance</p>	August 2017 - May 2018	<p>Instructional coach</p> <p>Substitutes, participation/collaboration rate for collaboration/PD, conference travel and registration</p> <p>Instructional supplies and materials such as math practice posters, manipulatives and more</p>	<p>Title 1 Positions</p> <p>Title 1 Professional Development</p> <p>Title 1 Supplies and Services</p>	<p>25000</p> <p>3750</p> <p>4500</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>both science and math classrooms.</p> <p>Teacher professional development regarding the standards for mathematical practice. Teachers will attend MVP curriculum training, CA Math Council and National Council of Teachers of Mathematics conferences focused on math practices.</p> <p>Math and science classroom visits and observation of teachers with feedback and/or recommendations regarding mathematical practices.</p>					
English Learners (EL)	<p>Teachers will incorporate the use of sentence frames for students during speaking and writing activities.</p> <p>Teachers will incorporate the use of academic vocabulary word banks.</p>	<p>EL reclassification</p> <p>EL math failure rate</p> <p>SMI quarterly data</p> <p>Class visits observing use of sentence frames and vocabulary word banks</p>	August 2017 - May 2018	Instructional supplies and materials	Title 1 Supplies and Services	3000

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Bilingual paraprofessional support in math classes with high concentration of English learners.</p> <p>Provide ELD/ALD and other support classes to intensive language development with the goal of accelerating numeracy acquisition.</p> <p>TCII translator and other staff translators to support student, parent and school communication (written, phone, meetings, trainings, etc.).</p> <p>Instructional materials and supplies to support numeracy.</p>	Bilingual paraprofessional push-in schedule				
Students with Disabilities (SWD)	<p>Teachers will incorporate the use of sentence frames for students during speaking and writing activities.</p> <p>Teachers will incorporate</p>	<p>Class visits observing use of sentence frames and vocabulary word banks</p> <p>SWD math failure rate</p> <p>Para/teacher push-in</p>	August 2017 - May 2018	Instructional supplies and materials	Title 1 Supplies and Services	3000

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>the use of academic vocabulary word banks.</p> <p>Teachers/Case managers and paraprofessionals provide push-in support to students in math classes.</p>	<p>schedule</p>				

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #3 LCAP Goal 2 - Student Attendance		
Increase student attendance by .5% points or to 98%.		
Attendance rate:		
2015-2016	2016-2017	2017-2018
Actual: 94.03%	Actual 93.62%	Goal: 94.12%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Decrease the percent of students with chronic absenteeism					
SW	Review and monitor chronic absenteeism report regularly and appropriate staffulty member (attendance liaison, counselor, SAS, admin or other) will make contact with student/parents. Schedule SART meetings and make SARB referrals for most egregious chronic absent students to work with parents/student to develop a plan of improvement.	Attendance rate Chronic absenteeism report SART meetings held SARB referrals Perfect attendance monthly/quarterly data Parent communication (mailers, phone dialers) Saturday school attendance	August 2017 - May 2018	mailers, postage, translation extra clerical student recognition and incentives such as gift cards, assembly, HTS bracelets; office supplies	Title 1 Parent Involvement Title 1 Classified Title 1 Supplies and Services	250 166 4000

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Attendance recognition through Honor the Shield and/or Renaissance to reward students with perfect attendance and/or improved attendance. Rewards may include but not limited to HTS bracelet, gift card, name on marquee/website or assembly.</p> <p>Proactive communication with parents regarding the school calendar, including holidays, importance of scheduling vacations during scheduled school breaks, and importance/impact of school attendance on academics.</p> <p>Hold Saturday Schools for students to make up school work and attendance for unexcused absences.</p> <p>Student Assistance Specialist will provide resources to students and supports to encourage regular school attendance and academic monitoring.</p> <p>Promote Attendance Drive Perfect Attendance campaign and recognize students monthly for perfect attendance and</p>	<p>Videos/Schoology messages</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>submit qualifying student names to county program for potential recognition.</p> <p>Promote importance of attendance and school expectations regarding punctuality and absenteeism through video and Schoology messages, posters, phone dialers, etc.</p>					
EL	<p>EL Counselor monitors the academic progress of EL students and discusses importance of attendance and the impact on student learning with students and parents.</p> <p>TCII translator and other translators, translate school communication for students and parents (written, phone, meetings, trainings, etc.).</p>	EL attendance rate	August 2017 - May 2018	mailers, postage, translation	Title 1 Parent Involvement	250
SWD	<p>Case managers will review attendance at all IEP's and review the importance of regular school attendance.</p> <p>Hold attendance IEP's for chronically absent students with</p>	<p>Attendance IEP's</p> <p>SWD attendance rate</p>	August 2017 - May 2018	<p>mailers, postage, translation</p> <p>office supplies such as paper, toner cartridges for printing IEP's</p>	<p>Title 1 Parent Involvement</p> <p>Title 1 Supplies and Services</p>	<p>250</p> <p>500</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	IEP's to review attendance concerns and implications on academic and graduation progress. Establish attendance IEP goal as appropriate.					

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

Suspension Rate:								
	2015 – 2016		2016 – 2017		2017 – 2018			
Schoolwide (SW)	Actual	6.73%	Goal	6.23%	Actual	4.98%	Goal	4.48%
Students with Disabilities (SWD)	Actual	9.72%	Goal	8.72%	Actual	4.87%	Goal	3.87%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Reduce the number of incidents in excessive tardies.					
Schoolwide (SW)	Positive attendance recognition through Honor the Shield and/or Renaissance to reward students with no tardies or improvement in tardies. Rewards may include HTS bracelet, gift card, name on marquee, or other reward. Student Assistant Specialists, IC Teacher and administration will provide coaching/support to students with excessive tardies.	Excessive tardies conduct occurrence counts/referrals Students in hallways during passing periods	November 2017 - May 2018	Mailings/postage, translation office supplies (including paper/ink cartridges); student recognition and incentives	Title 1 Parent Involvement Title 1 Supplies and Services	250 10000

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Promote importance of attendance and school expectations regarding punctuality and absenteeism through video and Schoology messages; phone dialers; tardy sweeps; and campus supervision/teachers/administrators monitoring halls during passing periods.</p> <p>Mail and/or phone dial tardy notifications to parents.</p>					
Students with Disabilities (SWD)	Case managers will review attendance at all IEP's and the importance of regular school attendance; attendance goals may be established if necessary.	Admin verify while at IEP's	August 2017 - May 2018	office supplies (including paper/ink cartridges) for IEP's	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase support for Tier II behavior OR Increase support for Tier III behavior interventions					
Schoolwide (SW)	<p>Implement/promote Honor the Shield, Renaissance and other programs to reward students on a regular basis for positive behavior. Rewards may include gift cards, prizes, assemblies, college visits, leadership conferences, transportation</p> <p>Create videos, Schoology messages and parent communication regarding expected behaviors.</p> <p>Provide tutoring before/after school and during lunch to provide a safe learning environment for students to engage in positive behaviors and improve their academics.</p> <p>Provide summer bridge program for at-risk incoming freshman students to teach them skills needed to be successful in high school associated with behavior, academics and attendance.</p> <p>Continue implementation of Restorative Practices to</p>	<p>HTS students recognized monthly</p> <p>Renaissance students recognized quarterly</p> <p>Site referrals and incident tracking</p> <p>Suspension data</p> <p>Conference/PD attendance</p> <p>Summer bridge attendance</p> <p>Videos/Schoology messages; Parent phone dialers</p> <p>SAS and SAS IC log of student interactions, mediation/restorative circles</p> <p>IC Reflective Writings</p> <p>IC lessons</p> <p>Parent training/meeting attendance</p>		<p>Substitutes, participation/curriculum rate, collaboration, conference travel and registration</p> <p>Translation, child care, refreshments, postage/mailers, PEP (contract)</p> <p>Before/after school tutoring, snacks, Saturday academic tutoring/intervention; summer bridge program</p> <p>Extra clerical; lunch tutoring</p> <p>office supplies, instructional materials and supplies, technology resources, student recognition and incentives, transportation</p>	<p>Title 1 Professional Development</p> <p>Title 1 Parent Involvement</p> <p>Title 1 Certificated</p> <p>Title 1 Classified</p> <p>Title 1 Supplies and Services</p>	<p>3750</p> <p>3000</p> <p>3000</p> <p>1721</p> <p>5000</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>reduce suspensions and modify behaviors.</p> <p>Professional development to support further implementation of PBIS, Restorative Practices, Renaissance, Honor the Shield and other behavior intervention/positive school culture programs.</p> <p>Student Assistance Specialist in Intervention Center full-time to assist students with behavior strategies, coping skills, anger management, de-escalation activities and meditations.</p> <p>Intervention Center teacher full-time to provide academic assistance to students, instructional/behavior intervention using Restorative Practices, create lessons to teach expected behaviors, provide/assist students with reflective writing, and communicate with classroom teachers.</p> <p>Student Assistance Specialist</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>four days per week to provide on-going support to students to assist students with behavior/academics monitoring, alcohol/drug workshops, coping skills and other supports.</p> <p>Instructional materials and supplies needed to address students needs behaviorally and academically to supplement classroom supplies for Intervention Center.</p> <p>Supplemental office supplies and extra clerical to maintain student records, print mailings/postage, printer paper/ink and more to promote positive school culture.</p> <p>Enhance instruction and access to curriculum through technology resources such as , but not limited to, classroom display television, headsets, hardware, networking/cables and more.</p> <p>Provide parent education</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>classes/training and communication to help all stakeholders to ensure maximum student success; provide child care, mailings, materials/supplies, translation, and refreshments. Some examples may include:</p> <ul style="list-style-type: none"> • PEP (Parent Empowerment Program) • Parent Connections workshops • Coffee/Cookies with the Counselors 					
Students with Disabilities (SWD)	<p>Case managers will communicate behavior plans to teachers.</p> <p>Case managers will call an IEP team meeting for students suspended two or more times for the team to establish a behavior plan/goals or update current plan.</p>	Behavior plans/goals/accommodations communicated to teachers via PowerSchool and/or email/hard copy		office supplies (including paper/ink cartridges) for IEP's	Title 1 Supplies and Services	500
AA	Behavioral Intervention Specialist one day weekly to work with at-risk students regarding behavior/academic concerns; provide coping	BIS log of student interactions, mediation/restorative circles		BIS - district funded 1 day	None Specified	0

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	strategies and weekly check-in/monitoring; peer-to-peer meditations or behavior contracts. B					

Planned Improvements in Student Performance:

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 academically at risk. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal #5 LCAP Goal 2 - High School Graduation Rate												
Increase graduation rate by .5% points for schoolwide and increase by 1% points for Subgroups												
4 Year Cohort Graduation Rate:												
	2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018					
Schoolwide (SW)	Actual	86.4%	Actual	87.8%	Goal	86.9%	Actual	%	Goal	88.3%	Actual	%
English Learners (EL)	Actual	64.1%	Actual	64.9%	Goal	65.1%	Actual	%	Goal	65.9%	Actual	%
Students with Disabilities (SWD)	Actual	74.5%	Actual	83.7%	Goal	75.5%	Actual	%	Goal	84.7%	Actual	%

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase the percent of 9th graders on track with at least 55 credits at the end of the school year					
Schoolwide (SW)	<p>Provide summer bridge program for at-risk incoming freshman students to teach them skills needed to be successful in high school associated with academics, attendance and behavior.</p> <p>Provide tutoring support for students before/after school, during lunch and academic Saturday interventions to allow students to make up work, improve their skills and mastery of the standards.</p> <p>Freshman parent meetings to welcome and provide information to parents regarding school resources, supports and expectations for freshman.</p> <p>Freshman students will create a four-year plan in Naviance to provide education on graduation requirements and college requirements, as well as track their progress towards graduation.</p> <p>Freshmen will attend a career</p>	<p>Summer bridge participation</p> <p>Tutoring participation (sign-in sheets)</p> <p>Down credits semester report</p> <p>Failure data (progress, quarter, semester)</p> <p>Parent meeting attendance</p> <p>Naviance four-year plans completed</p> <p>At-risk report</p> <p>PowerSchool/Schoology parent access data</p>	July 2017 - June 2018	Optional periods for credit recovery sections in S2	Title 1 Positions	2750
				Postage, mailers for parent communication	Title 1 Parent Involvement	500
				Tutoring before/after school and Saturday intervention; summer bridge program	Title 1 Certificated	1500
				Tutoring during lunch	Title 1 Classified	1558.99
				student recognition and incentives such as an assembly, college visit/transportation, gift card or other items.; instructional/office supplies for freshman career/planning presentations	Title 1 Supplies and Services	2052

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>presentation assembly by Spartan grads for exposure to a variety of paths through high school and post-high school plans.</p> <p>Semester 2 enrollment in Period 8 course for credit recovery.</p> <p>Mail PowerSchool/Schoology parent login information to educate parents on how to monitor their child's academic grades, assignments, attendance and contact teachers.</p> <p>Identify incoming at-risk students by evaluating multiple data measures to determine appropriate academic, social and behavior supports are established before school and the start of the year. Teacher recommendations, SRI/SMI/SBAC test results, semester 2 grades, discipline/attendance concerns, IEP/504/EL/Homeless/Foster indicators, etc.</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	Provide student recognition incentives to promote a positive school climate to increase student academic success, thus increasing the graduation rate. (HTS, Renaissance and freshman only incentive)					
English Learners (EL)	<p>Course placement review by the EL counselor to ensure proper scheduling after review of SBAC, CELDT, SRI and other resources.</p> <p>Provide translation at parent meetings.</p> <p>Provide adult English classes for non-English speaking parents to learn English.</p>	<p>EL services report</p> <p>EL failure rate</p> <p>CELDT data</p>	July 2017 - June 2018	translation	Title 1 Parent Involvement	100
Students with Disabilities (SWD)	<p>Conduct transition IEP's in collaboration with feeder schools to help ensure proper class placement, supports and services are in place. Assist in student scheduling of courses.</p> <p>Case managers will monitor student grades and credits and</p>	<p>Transition IEP's held</p> <p>IEP's held</p> <p>Push-in schedule</p> <p>SWD failure rate</p>	August 2017 - May 2018	curriculum/participation rate, subs for case manager student scheduling, IEP collaboration/PD	Title 1 Professional Development	500

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>work within the student's IEP to work with teachers, parents and counselors towards graduation, including review of transcript twice annually.</p> <p>Teachers and paraprofessionals provide push-in support to students in general education classes.</p>			Office supplies such as paper and printer cartridges for printing IEP paperwork	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
SUBGOAL:	Increase the safety nets (early intervention) to decrease the number of student identified at being at-risk					
Schoolwide (SW)	<p>Provide tutoring support for students before/after school, during lunch and academic Saturday interventions to allow students to make up work, improve their skills and mastery of the standards.</p> <p>Credit recovery opportunities through Period 0/8 offerings, ESS and summer school. Semester 2 optional periods added for credit recovery.</p> <p>Provide parent education classes/training and communication to help all stakeholders to ensure maximum student success; provide child care, mailings, materials/supplies, and refreshments. Opportunities may include:</p> <ul style="list-style-type: none"> • Coffee/Cookies with the Counselors • Tech (Schoolology/PowerSchool) training nights • Parent Title I meeting • Freshman Parent night • Back to School Night • Open House 	<p>Tutoring sign-in sheets</p> <p>Failure data (progress, quarter, semester)</p> <p>Down credits/off-track report</p> <p>Parent meeting attendance, meeting flyers/notices</p> <p>Credits earned in ESS, summer school</p> <p>College visit attendance</p> <p>SAS/BIS log of services</p> <p>PD/conference attendance</p> <p>HTS/Renaissance recognition</p> <p>PSAT and PSAT 10 participation</p> <p>AVID, AP and Middle College participation</p> <p>PowerSchool/Schoolology parent logins</p>	August 2017 - June 2018	optionals for credit recovery in semester 2	Title 1 Positions	2750
				Substitutes, participation/curriculum rate, conference travel and registration, collaboration	Title 1 Professional Development	3750
				Child care, refreshments, postage/mailers, teacher presentation costs, PEP contract	Title 1 Parent Involvement	3000
				Before/after school tutoring, Saturday academic intervention	Title 1 Certificated	1500
				Extra clerical; lunch tutoring	Title 1 Classified	1721
				Instructional materials/supplies, technology, office supplies, student recognition and incentives, transportation, admission/tickets, assembly presenter, graduation regalia	Title 1 Supplies and Services	10000

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<ul style="list-style-type: none"> • 8th Grade Night • Parent Involvement Meeting • PEP (Parent Empowerment Program) • School Site Council • Mental Health workshops <p>College, career, leadership presentations and trips for students (and parents) to learn about academic requirements for college admissions, career opportunities and leadership development.</p> <p>Student Assistance Specialist and Behavioral Intervention Specialist student monitoring and provide supports and strategies to students to be successful.</p> <p>Supplemental clerical hours to aid during times of high need to support staff, students and parents such as start of the school year, testing days, parent meetings and more.</p> <p>Professional development for teachers and administrators</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>focused on best practices, research based strategies (AVID strategies), college and/or career readiness, school culture and more.</p> <p>Provide teachers and students with 80% instructional coach to help with team inquiry cycle, effective instructional strategy implementation with emphasis on instructional norms, professional development, classroom management tools/strategies, technology and more.</p> <p>Provide collaboration time and professional development for the identification of essential learning standards, development of common assessments and lesson planning, instructional norm implementation, data analysis of student work samples (norming) and assessments, and targeted remediation.</p> <p>Instructional materials, classroom supplies and technology to enhance instruction and student</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>learning such as but not limited to projection televisions, poster paper, calculators and other materials/supplies.</p> <p>Supplemental office supplies to maintain student records, print mailings, printer/ink cartridges, parent mailers and more.</p> <p>Provide student recognition incentives to promote a positive school climate to increase student academic success, thus increasing the graduation rate. (HTS, Renaissance and more)</p> <p>Promote and support the taking of the PSAT and PSAT 10 for students grades 9-11 and utilize results to increase participation in AVID, Pre-AP/AP and middle college coursework.</p> <p>Ongoing SPSA and WASC monitoring of progress towards goals by data analysis and make adjustments based on data-driven decisions.</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	Mail PowerSchool/Schoology parent login information to educate parents on how to monitor their child's academic grades, assignments, attendance and contact teachers.					
English Learners (EL)	<p>Dedicated English learner counselor to work with students and parents to monitor academic progress, progress towards graduation and educate on graduation and college requirements.</p> <p>Provide parent education classes/training to help all stakeholders to ensure maximum student success; provide child care, materials/supplies, translation and refreshments.</p> <p>Opportunities may include:</p> <ul style="list-style-type: none"> • ELPP (English Learner Parent Partnership) • English classes for adults • PEP (Spanish) <p>Provide supplemental summer school options for English</p>	<p>Parent meeting attendance, meeting flyers/notices</p> <p>EL failure data</p> <p>EL on track credit status</p> <p>EL credits earned in summer school</p> <p>SRI quarterly data</p> <p>CELDT/ELPAC data</p>	August 2017 - May 2018	<p>Translation, child care, refreshments, postage/mailers, PEP contract (Spanish),</p> <p>Summer school</p> <p>Summer school paraprofessional; extra clerical</p> <p>Office supplies such as paper/printer cartridges for translation mailings/handouts, student incentives/recognition</p>	<p>Title 1 Parent Involvement</p> <p>Title 1 Certificated</p> <p>Title 1 Classified</p> <p>Title 1 Supplies and Services</p>	<p>5500</p> <p>2666</p> <p>899</p> <p>500</p>

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
	<p>learner students, including support with a paraprofessional, for remediation and to assist students in graduating on time.</p> <p>Provide ELD/ALD and other support classes for intensive language development with the goal of accelerating literacy acquisition.</p> <p>TC II translator and other translators to support student, parent and school communication (written, phone, meetings, trainings, etc.)</p> <p>Provide adult English classes for non-English speaking parents to learn English.</p> <p>Student recognition/incentives for academic milestones and growth in language proficiency.</p>					

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	Monitoring SubGoal How will this subgoal be monitored? (assessment, frequency)	Start Date & Completion Date	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>Provide parent education classes/training and communication to help all stakeholders to ensure maximum student success; provide child care, mailings, materials/supplies, and refreshments. Opportunities may include:</p> <ul style="list-style-type: none"> • IEP meetings • CAC (Community Advisory Committee) <p>Case managers will monitor student grades and credits and work within the student's IEP to work with teachers, parents and counselors towards graduation, including review of transcript twice annually.</p> <p>Teachers and paraprofessionals provide push-in support to students in general education classes.</p> <p>Case managers assist in the scheduling/proper course/teacher placement of IEP students.</p>	<p>Parent meeting attendance, meeting flyers/notices</p> <p>SWD failure rate</p> <p>SWD on track credit status</p> <p>Push-in schedule</p>	August 2017 - May 2018	curriculum/participation rate, subs for case manager student scheduling, IEP collaboration/PD	Title 1 Professional Development	3250
				postage/mailers	Title 1 Parent Involvement	150
				office supplies such as paper and printer cartridges for printing IEP's	Title 1 Supplies and Services	200

Section 6

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	111000	0.00
Title 1 Professional Development	45000	0.00
Title 1 Parent Involvement	15750	0.00
Title 1 Certificated	17000	0.00
Title 1 Classified	17200	0.00
Title 1 Supplies and Services	74252	0.00

Section 7

Grace M. Davis High School Centralized Support 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 student groups not meeting state standards:

Program Support Goal: Improve overall and sub group student achievement.

Anticipated annual growth: Increase by five percentage points the percent of students at Proficient or Advanced on Smarter Balance Assessments.

Means of evaluating progress toward this goal: Diebels, Benchmark Assessments, CELDT, Smarter Balanced Assessment

Centralized Support Costs

The Modesto City School District provides on-going support to schools implementing categorical programs. Centralized services expenditures identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds. The services are in such forms as resource materials, staff development, and evaluation services. The State and Federal Programs office also assists schools to implement categorical programs by providing budget allocations and current budget balances, by processing purchase orders, contracts, etc., and by keeping staff informed regarding changes in laws and regulations related to the compliant implementation of categorical program services.

Total amount for Title 1

80989

Funding Source for Centralized Support: Title I

Section 8

2017 - 2018
School Site Council (SSC) Membership – Jr. High and High School
 Grace M. Davis High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: <u>Martha Tyree</u> Term: <u>2016-2018</u> XParent Community Member	1. Name: <u>Sara Gil</u> Principal
2. Name: <u>Tasha Williams</u> Term: <u>2017-2019</u> XParent Community Member	2. Name: <u>Victor Soria</u> Term: <u>2016-2018</u> Teacher
3. Name: <u>Vanessa Juarez</u> Term: <u>2016-2018</u> XParent Community Member	3. Name: <u>Jason Skeen</u> Term: <u>2016-2018</u> Teacher
4. Name: <u>Xochitl Lara</u> Term: <u>2017-2018</u> Student	4. Name: <u>Mark Davila</u> Term: <u>2017-2019</u> Teacher
5. Name: <u>Vivian Youkana</u> Term: <u>2017-2018</u> Student	5. Name: <u>Andrew Faulkner</u> Term: <u>2017-2019</u> Teacher
6. Name: <u>Emily Daly</u> Term: <u>2017-2018</u> Student	6. Name: <u>Maureen McCann</u> Term: <u>2017-2019</u> Other School Staff: Instructional Materials Clerk

Section 9

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

X English Learner Parent Partnership

Signature

Community Advisory Committee for Special Education Programs

Signature

Gifted and Talented Education Program Advisory Committee

Signature

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

Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on: November 7, 2017.

Sara Gil

Typed Name of School Principal

Signature of School Principal

Date

Tasha Williams

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Three-year CAASPP Scores Comparison

	2015		2016		2017	
	ELA	Math	ELA	Math	ELA	Math
Overall	41.9%	8.0%	41.3%	11.7%	41.1%	8.2%
Hispanic	40.6%	5.5%	46.7%	7.7%	38.4%	7.7%
African American	27.3%	0.0%	45.5%	6.7%	30.8%	0.0%
White	43.6%	12.8%	46.7%	15.9%	48.2%	11.9%
EO	46.2%	8.1%	62.5%	12.2%	50.8%	7.7%
EL	1.9%	1.9%	1.6%	5.1%	3.2%	1.4%
R-FEP	51.6%	10.8%	53.4%	14.9%	44.2%	12.5%
SED	42.0%	8.0%	37.5%	9.7%	36.7%	8.6%
Non-SED	50.0%	10.0%	54.3%	18.2%	58.2%	6.3%
SpED	9.5%	9.0%	8.9%	0.0%	9.5%	0.0%

Three-year Attendance Rates

	2014-15	2015-16	2016-17
Overall	94.40%	94.03%	93.62%
Hisp Lat	94.75%	94.04%	93.53%
African American	93.77%	93.94%	92.09%
White	92.97%	93.10%	93.21%
SED	94.34%	93.93%	93.58%
Sp Ed	92.43%	89.35%	90.22%
EL	95.13%	95.84%	94.43%

Six-year Graduation Rates

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Overall	86.4	86	86.2	87.8	86.4	87.8
Hispanic	86.4	80.8	88.4	86.4	80.9	86
African American	87.9	93.3	92.3	90	87.5	100
White	87.3	88.7	87.8	94.7	93.6	87.7
EL	68.2	59.6	67.2	58.8	64.1	64.9
SED	84.7	80.6	83.9	85.8	83.8	86.3
SpED	76.1	70.4	77.8	83.3	74.5	83.7

Seven-year Dropout Rates

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2016-17
Overall	17.6	10.5	9.4	7.1	4.4	4.1	5.2
English Learners	31.8	25.2	30.3	10.3	14.7	9.4	14.9
Migrant Education	20	26.7	21.4	0	23.1	10	9.1
Special Education	11.7	8.7	16.7	4.4	0	5.9	2.3
SED	21.8	11.2	12.7	7.3	5.1	4.6	5.4

Six-year Suspension Numbers

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Overall	182	153	120	85	110	108
Hispanic	93	75	54	44	67	63
African American	19	18	12	6	12	19
White	36	30	26	25	21	12
EL	23	16	22	15	19	25
SED	44	59	63	54	94	95
SpED	31	38	24	25	24	20

On Track For Graduation

	Overall			
	2013-14	2014-15	2015-16	2016-17
Grade 9	76%	72%	70%	67%
Grade 10	70%	61%	59%	63%
Grade 11	69%	73%	68%	71%
Grade 12	90%	92%	92%	90%

	EL			
	2013-14	2014-15	2015-16	2016-17
Grade 9	58%	56%	67%	62%
Grade 10	62%	44%	39%	52%
Grade 11	59%	54%	49%	47%
Grade 12	75%	82%	76%	71%

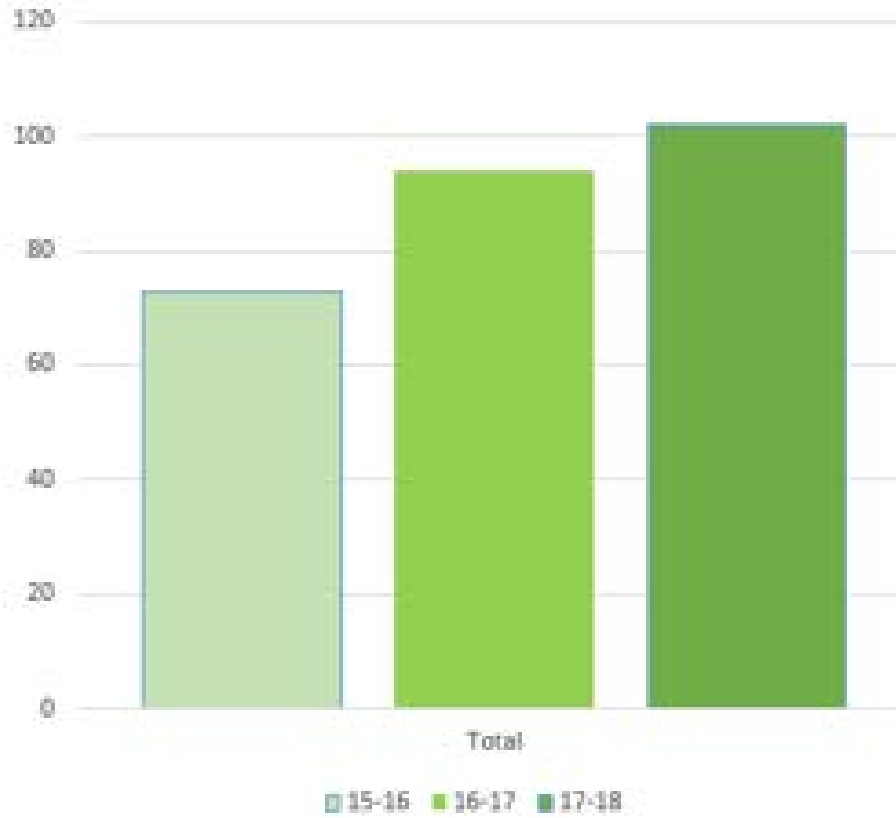
	SpED			
	2013-14	2014-15	2015-16	2016-17
Grade 9	85%	80%	70%	77%
Grade 10	74%	59%	61%	58%
Grade 11	71%	76%	57%	65%
Grade 12	86%	68%	89%	86%

	African American			
	2013-14	2014-15	2015-16	2016-17
Grade 9	56%	78%	47%	46%
Grade 10	56%	42%	69%	40%
Grade 11	57%	56%	56%	79%
Grade 12	100%	94%	100%	89%

AP Test Passing Rates

	2013-14	2014-15	2015-16	2016-17
EL	8%	6%	11%	6%
Spec Ed	0%	1%	1%	0%
Foster	0%	0%	0%	0%
SED	36%	53%	73%	25%
Two	3%	5%	2%	1%
African American	2%	1%	2%	0%
Hisp/Lat	65%	58%	52%	25%
Blank	3%	4%	6%	1%
White	19%	19%	27%	8%
Total Number of students taking	116	109	131	155

Spartans 101 Middle College Enrollments Semester 1



AVID

	Total Enrollment at All Sites	AVID Elective Enrollment
2017	1,766	118
2016	1,673	89
2015	1,535	54
2014	1,413	48