

SOUTHWEST HIGH SCHOOL

Single Plan for Student Achievement

2016-2017



Our Vision: Eagles Prepared Educated and Inspired

The Single Plan for Student Achievement

School: **Southwest High School**

District: Central Union High School District

County-District School (CDS) Code: 13631151330133

Principal: **Danette Morrell**

Date of this revision: June 9, 2016

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

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

Contact Person: Magnolia Martinez

Position: Special Projects Resource Teacher

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The District Governing Board approved this revision of the SPSA on June 9, 2016.

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School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|---------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Danette Morrell | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cheryl Turner | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Andrea Corella | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marissa Solorzano | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jeannine Enz | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mike Gutierrez | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Daniel Ochoa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| John Reed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Yazmin Arrellano Torrez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kellig Roncal-Bonfils | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Monica Rivas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Vanessa Pena | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Voting members in each category | 1 | 4 | 1 | 3 | 3 |

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

¹ EC Section 52852
SHS SPSA 2016-2017

District Support Services for Planned Improvements in Student Performance

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

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

| District Support Services | Based on Preliminary Budget 2016-2017 |
|----------------------------------|--|
| Title I | \$358,346 |
| Title II Teacher | \$71,855 |
| Title III | \$41,678 |
| LCCF | \$263,0111 |

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

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

Note: Centralized services may include the following direct services:

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

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| GOAL: | SPSA Goal #1: To improve instruction and student learning in English, with emphasis on reading, writing, speaking, and listening across all content teams. LCAP Goal #1 -Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate. LCAP #3 Implement the CCSS Standards WASC Recommendation # 1,2,4 | Related State and/or Local Priorities: 1__ 2* 3__ 4 * 5* 6__ 7* 8 * |
|--------------|---|--|

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| Identified Need: | Identified need based on the CDE SNAPSHOT, Stakeholder Surveys and WASC recommendations as follows: <ul style="list-style-type: none"> •In 2015, 52% of our students exceeded or met the ELA EAP College Readiness state standards compared to 33% in 2014. •Reduce the ELA achievement gap of English learners and students who are Social economically disadvantaged. In 2015, 20% of EL Students meet EAP State Standards, Social economically disadvantages students were 46% exceeded or met the ELA EAP State Standards compared to 52% of schoolwide scores. In 2015, 19% of the EL students were reclassified in comparison to 25% in 2014. Survey and WASC Recommendations: <ul style="list-style-type: none"> -Increase the number of SAS-8th Period Intervention courses to support struggling students in all courses. -Research- based effective strategies not routinely or uniformly observed in all classrooms adjustments needed - Current technologies (student devices) available on a limited basis. - High quality CCSS aligned materials are available and in use in a very limited number of classrooms. -Tutoring Services particularly in EL courses are needed. |
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| Goal Applies to: | Schools: Southwest High School Applicable Pupil Subgroups: All, EL, LI, FY, At-risk, R-FEP |
|------------------|---|

SPSA Year 2016-2017 Single Site Plan for Student Achievement (SPSA): 2016-17

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| Expected Annual Measurable Outcomes: | By 2017 students will improve their proficiency level in English from 52% to 55% school-wide and all significant subgroups will earn 2% gains in EAP. <ul style="list-style-type: none"> •Increase student academic achievement focusing on literacy standards across all content teams. •Reduce the achievement gap in EAP scores of English learners and Social economically disadvantaged students by atleast 2%. • Availability of new or updated technology devices (computers/laptops/ tablets) increased by 10% •All students enrolled in SAS/8th period intervention will increase their GPA 1.5% by the end of the semester Metrics: Observation Tool/Protocol *Technology Inventory *CAASPP |
|--------------------------------------|--|

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---|---|---|
| Curriculum | | | LCFF Items Pending LCAP Approval |
| 1.1 Library materials and support services to increase reading and comprehension, and provide all academic support a. Turn-it-in program, used to support literacy, and avoid plagiarism. b. Purchase reading material for library in support of increasing literacy. c. Library software: Worldbook encyclopedia (1,000, Title I), Follet \$700 (LCFF) d. Provide Teachers with an opportunity to attend library exploration sessions to gain knowledge on Library resources and impliment them in their classroom. d. Library Eagle Study Spot: 1 college ELA Tutor, 1 college Math Tutor available 4 days a week to support struggling students. | a.all staff b.Librarian c.Librarian d.Intervention Coordinator | *ALL or ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | a.Turn-it in software : 15,000 not paid until 2017-2018 (Title I) b. Library Books 1,000 (Title I) c.) Library Software 1,700(Title I) d. Library Exploration \$500 (Title 1) e.) Library afterschool College Tutors \$5364(LCFF1.3) |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures | |
|---|---|--|---|---|
| <p>1.2 Provide Academic Support and Organization to students a. Purchase 550 agendas for all incoming 9th grade students b. PIRT Salary c. Continue with Guidance support Specialist Services to support students.</p> <p>1.3 Provide P.E. and Fine Arts Department with materials to support curriculum implementation and standardized testing. a. Provide the P.E. Department with equipment to support their daily curriculum and implementation of Fitness Test, introduce innovative physical education strategies (LCFF-1400 and Title I) b. Provide Band and Orchestra funds for instrument maintenance and repair. c. Provide Orchestra and Band funds to purchase musical pieces for their daily instruction. d. Purchase Art supplies for the new art course.</p> | SPRT | ✓ ALL | a. 9th grade agendas <div style="text-align: right;">1,500 (Title I)</div> b. PIRT Salary <div style="text-align: right;">\$60,532.21 (Title I, 1100)</div> | |
| | | Dep. Chairs | a. Equipment <div style="text-align: right;">\$1000(Title I) 1,400(LCFF)</div> b. Inst. Repair <div style="text-align: right;">2,000 (LCFF)</div> c. Music Pieces <div style="text-align: right;">4,000 (LCFF)</div> d. Art Supplies <div style="text-align: right;">\$3000(LCFF)</div> | |
| | <p>1.4 Provide teachers with resources need to implement CCSS, collaborative groups, innovative instructional strategies and or enhance rigor in the classroom. a. English Department materials and supplies to support CCSS b. Math Department materials and supplies to support CCSS c. Science Department materials and supplies to support CCSS d. Social Studies Department materials and supplies to support CCSS e. Fine Arts Department materials and supplies to support CCSS f. World Language Department materials and supplies to support CCSS g. P.E./Health Department materials and supplies to support CCSS h. Business Department materials and supplies to support CCSS i. All Content teams will form at the beginning of the year and meet monthly (minimum to plan instruction and share best practices)</p> | Dep. Chairs | ✓ ALL | a. English <div style="text-align: right;">\$1,000 (Title I)</div> b. Math <div style="text-align: right;">\$1,000 (Title I)</div> c. Science <div style="text-align: right;">\$750 (Title I)</div> d. Social Studies <div style="text-align: right;">\$750 (Title I)</div> e. Fine Arts <div style="text-align: right;">\$750 (Title I)</div> f. W.Lang <div style="text-align: right;">\$500 (Title I)</div> g. P.E./Health <div style="text-align: right;">\$500 (Title I)</div> h. Business Dep <div style="text-align: right;">\$500 (Title I)</div> |
| | | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| | | Dep. Chairs | | |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--|---|---|
| Instruction-Supplemental Instruction | | __ALL | |
| 1.5 S.A.S. / Intervention Program provides an 8th period for students struggling in core subject. SAS/Supplimental Services form part of our school wide intervention plan. | Intervention Coordinator and Principal | OR: | |
| a. Selection and monitoring enrollment of students in the SAS and in the SAS/SES 8th period classrooms, conduct parent and student conferences, revising entrance and exit criteria for interventions. | | *_Low Income pupils | a. TOSA Salary \$23,191.46 (Title I) |
| b. Continue 4 SAS/8th period year round courses for students with a 1.5-2.0 GPA to receive tutoring, and support in all core subjects (4 regular SAS + 1 Flex Schedule) | | *_English Learners | b. 5 SAS 8th pd sections overload \$56,426.92(LCFE) |
| c. Add 3 SES/8th period sessions 1 English and 2 Math. These classes include 2 days of online support system with ALEC program for math and Literacy for English in addition to on one tutoring by a certificated teacher and tutor, not credit bearing at an hourly rate salary. | | __Foster Youth | c. 3 SES 8th pd. \$21,000 (Title I SES) |
| c-2. Provide classroom instruction resources and materials and supplies for the 3 SES sessions, to recruit, enroll, and supervise all participating students. | | | c-2. S.E.S Mat & Sup. \$11,00 (Title I) Pending SES Requirement Roll-out |
| d. SAS program materials and supplies to support tutorials, collaboration groups, reading materials, and student organization | | *Redesignated fluent English proficient | d. SAS Course materials and supplies \$ 1,500 (Title I) |
| e. Provide materials for content teams to develop at least 1 task per quarter in which students must address a real world audience (shows or displays on campus, letters to the press/ politicians, presentations or reading to a younger audience, submit to a writing or video contest). | | *Other Subgroups:(Specify) Reclassified students; Habitual truants_ | e. Project Materials and Supplies \$ 1,500 (Title I) |
| f. COSA develops protocols and process for identifying "at risk kids" to provide counseling and prevent drop-outs. Cosa will prioritize services for credit recovery enrollment, and monitor their progress. | | | |
| g. Personal Finance Workshops for students in Economics courses offered in San Diego with the JA Finance Project. | | | g. Econ Workshop \$3240 (Title I) |
| i. Eagle Student Study Spot provide 1 Math teacher and 1 English Teacher to offer tutoring 4 days a week for 33 weeks. | | | i. Study Spot tutors 12,329.13(Title I) |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--------------------|---|---|
| <p>1.6 Identify students who score low on CAASPP, ELA benchmarks, Math Benchmarks to determine necessary intervention.</p> <p>a. Provide support for all mandated testing, student course placement, manage and organize computer lab support.</p> <p>b. Provide materials and supplies for Title I Lab to support all testing requirements.</p> <p>c. Provide afterschool and saturday cram session for students at the end of every quarter in preparation for common assessments, led by College Tutors and or Teachers.</p> <p>d. Saturday CAASPP Bootcamps for students identified at risk of not passing CAASPP.</p> <p>e. Impliment ELA STAR Testing grades 9-11 for proper placement of SES and SAS courses.</p> | ADMIN | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) Reclassified</p> | <p>a. Title I Lab Center Aide 37,481 (Title I)</p> <p>b. Title I Lab Materials and Supp. 1,000 (Title 1)</p> <p>c. Cram Sessions-College Tutors \$4764 (LCFF#1.3)</p> <p>d. Hourly+Mat&Sup \$1,433.26 (Title I)</p> <p>e. ELA STAR Test \$6000 (Title I)</p> |
| <p>English Language Learners</p> <p>1.7 Identify struggling English Learners to determine the best intervention program to meet their academic needs.</p> <p>a. Collect and analyze district and school level summative and formative ELA and EL data during assigned collaborative wednesday meetings.</p> <p>b. Identify students for reading interventions to meet their literacy needs, this includes planning TSA/TSB testing for 9th and 10th grade</p> <p>c. READ 180 Software used inclasssed to support literacy instruction</p> <p>d. Teachers integrate additional best practices for EL students into lessons</p> <p>e. Implement Accelarated Language Program during the day, using the English 3D Materials.</p> <p>f. Expand Accelarated Language II, use the Academic Vocabulary Tool Kit and Credit Recovery Program to support EL students.</p> <p>g. Provide EL students with academic support by hiring tutors for EL Courses</p> <p>h. EL Stipends for SEI Bilingual Teachers</p> | ADMIN | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p>*Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p> | <p>b. EL Prog. Asst.: (Saldivar) \$20,122</p> <p>Testing Clerk:(Zevada) \$22,500</p> <p>b. CELDT Testing Personnel \$2,536 (LCFF)</p> <p>b. CELDT Testing Training \$551 (LCFF)</p> <p>b. CELDT TestingTeacher Hourly 1,000 (Title 3)</p> <p>g. EL Certificated tutors \$4200 (LCFF)</p> <p>g. College Classified Tutors \$22,055(LCFF)</p> <p>d. Substitutes for release time \$1000 (Title 3)</p> <p>h. Stipends SEI.Bil. \$23,500 (LCFF)</p> |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|----------------------|---|---|
| <p>Professional Development</p> <p>1.8 Offer Professional Development to teachers and counselors</p> <p>a. Conduct lesson studies with ELA, Math, Social Studies, Science teams particularly during adoption years focusing on CCSS prep.</p> <p>b. BTSA induction program provided for for new teachers.</p> <p>c. Teachers of EL to attend training and/or curriculum planning</p> <p>d. Professional Development for English 3D & Edge programs.</p> <p>e. Social Studies Framework Training during Rollout.</p> <p>f. ASTA and Midwest Clinic Conference for Orchestra and Band Teachers</p> <p>g. English Teachers attend training for writing assessments that are aligned to CAASPP Testing, may include other content teams if needed.</p> <p>h. Health inservice day for HIV, AIDS, and STD's curriculum development</p> <p>i. Academic Coach employed to support all site professional development.</p> <p>j. Subs and Registrations fees to support PD for teachers to attend training with academic coach or ICOE.</p> <p>k. Curriculum and assessment team (CAT) team meetings for English, History, Science, Math</p> <p>l. Stipends for BTSA Support Providers to assist new teachers with program.</p> <p>m. Professional Development, hourly rate pay for teachers on research-based effective instructional strategies. (LCFF goal 2.2)</p> <p>n. Professional Development to implement CCSS across all content teams. (subs 3250 and hourly pay 4800)</p> <p>o. Summer work for all content teams to align curriculum (TBA LCFF Goal #3.2)</p> | A . COACH ADMIN . | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: | <p>a. Lesson Studies \$5250 (Title 2)</p> <p>b. BTSA PD \$7,500 (Title 2)</p> <p>c. Subs for EL Training \$2,500 (LCFF)</p> <p>d. ELA/ELD Training \$4200(LCFF)</p> <p>e. PD SS Regist \$2,000 (Title2)</p> <p>e. Subs for SS PD at ICOE \$2000(Title 2)</p> <p>f. Registration/Lodging \$4,600 (Title 2)</p> <p>g. Regist @ ICOE \$6,000(Title 2)</p> <p>g. Subs for ICOE \$3750 (Title 2)</p> <p>h. Subs for Health \$1400(Title 2)</p> <p>i. Academic Coach 33,163 (Title I, Title 2)</p> <p>j. PD& Reg. 10,000 (Title 2)</p> <p>k. Eng/Math CAT \$9332 (LCFF)</p> <p>k. SS/Sci CAT \$5879 (LCFF)</p> <p>l. BTSA Stipends \$9,332 (Title 2)</p> <p>m. PD Strategies \$ 2,400(LCFF)</p> <p>n. PD CCSS \$8050 (LCFF)</p> |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>Technology</p> <p>1.9 Provide updated technology in classrooms for student and teacher use that supports implementation of CCSS, NGSS, CAASPP Test preparation, and new textbook adoptions.</p> <p>a. Carts on Wheels (COW's) 1 or 2 for every 4 teachers in the English Department to support an increase in literacy, writing, analysis and other CCSS aligned skills.</p> <p>b. English Dep. Replace old Technology: Printers, projectors, bulbs, document cameras</p> <p>c. English Dep Ink</p> <p>d. Social Studies Replace old technology</p> <p>e. Social Studies Replace Ink</p> <p>f. P.E./Health replace old technology</p> <p>g.P.E. Health Ink</p> <p>h. AVID Ink</p> <p>i. World Language Replace old Technology</p> <p>j.World Language Dep Ink</p> <p>k. Fine Arts Ink</p> <p>l. Library Ink for afterschool tutoring</p> <p>m. Ink for Counseling Department</p> | <p>PIRT DEP. CHAIRS</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p> | <p>a. English 5 COW's and headsets \$55,000 (LCFF)</p> <p>b. English Replace Tech \$4,630 (LCFF)</p> <p>c. English Ink \$6,900 (LCFF)</p> <p>d. SS Replace Tech \$4,630 (LCFF)</p> <p>e. SS Ink \$3,000 (LCFF)</p> <p>f. P.E. Replace Tech \$1,000 (LCFF)</p> <p>g. P.E. Ink \$900 (LCFF)</p> <p>h. AVID Ink \$1,250 (LCFF)</p> <p>i. WL Replace Tech \$2,000 (LCFF)</p> <p>j. WL Ink \$1,000 (LCFF)</p> <p>k. Fine Arts Ink \$1,000 (LCFF)</p> <p>l.library Ink \$1000(LCFF)</p> <p>m.Counseling Ink \$1800 (LCFF)</p> |

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| GOAL: | SPSA#2 - Improve instruction and learning in Mathematics and Science, using data to drive instruction and support services. LCAP Goal # 2 - Effectively use instructional strategies and resources to improve student learning, including technology. WASC Recommendation # 1,2,5 | Related State and/or Local Priorities: 1 * 2__ 3__ 4 * 5* 6__ 7 * 8* |
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| Identified Need: | Identified areas of need based on the CDE SNAPSHOT, Stakeholder Surveys, and WASC Recommendations as follows: <ul style="list-style-type: none"> • In 2015, 21% of Math EAP Scores resulted in meeting or exceeding state standards, in comparison to 31% in 2014. • Reduce the Mathematics achievement gap of English learners and students who are Social economically disadvantaged. In 2015, 6% of EL Students exceeded or meet EAP State Standards, Social economically disadvantages students 15% met or exceeded the ELA EAP State Standards compared to 21% of schoolwide scores. • SAS improved their GPA by atleast 1.5 %. Survey and WASC Recommendations: <ul style="list-style-type: none"> - Research- based effective strategies not routinely or uniformly observed in all classrooms. - Current technologies (student devices) available on a limited basis. - High quality CCSS aligned materials are available and in use in a very limited number of classrooms. - Tutoring Services particularly in Algebra I are needed |
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| Goal Applies to: | Schools: Southwest High School | Applicable Pupil Subgroups: All, EL, LI, FY, At-risk, R-FEP |
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Single Site Plan for Student Achievement (SPSA): 2016-17

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| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Evidence of use of effective strategies increased by 10% (baseline to be established from initial data from the updated observation tool) • Availability of new or updated technology devices (computers/laptops/ tablets) increased by 10% • By 2017 improve the Mathematics EAP Scores resulting in meeting or exceeding state standards by 3%. • Reduce the achievement gap in Mathematics scores of English learners and Social economically disadvantages students as measured by the EAP scores by atleast 2%. Metrics: *Observation Tool/Protocol *Technology Inventory *CAASPP |
|--------------------------------------|---|

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures | | |
|---|-------------------------------------|---|---|---|--|
| 2.1 Curriculum Create a plan to implement effective teaching strategies in Math and Science. a. Continue the articulation meetings with feeder schools to review data, discuss plans. b. Math Quarterly Parent Nights to award academic awards within the department. (Same as goal 3.1) c. Math teachers to participate in Lesson Study Cycles for new adopted material d. Math and Science Content teams will form at the beginning of the year and meet monthly (minimum to plan instructions and share best practices) e. Participate in the Imperial College Math Festival f. Analyze data from common assessments and state tests. g. Continue with 1 College Math course, to support 12 grade students with placement testing for colleges and universities. | Dep. Chairs Counselors Admin. | <input checked="" type="checkbox"/> ALL | LCFF Items Pending LCAP Approval | | |
| | | OR: | | a. Subs for articulation meetings \$600 (General Fund) | |
| | | <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other | | c. Subs for Lesson Study Cycles \$3,000 (Title II) | |
| | | Subgroups: (Specify) _____ | | e. Subs for Math Festival (\$637, Title I) | |
| | | | | g. College Math Class \$7592 (LCFF) | |
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| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|----------------------------------|--|---|
| <p>2.2 Support the implementation of NGSS Science Standards</p> <p>a. Science courses will incorporate projects, labs or presentations aligned to NGSS lessons to increase rigor.</p> <p>b. Science Lab support, materials, cleaning, maintenance</p> <p>c. Increase reading and academic language through the use of Scholastic's "Science World Magazines" and other Science Supplies as needed.</p> <p>d. Supply Science teachers with tools and supplies that encourage group collaboration and language usage to complete tasks.</p> <p>e. Trainer of trainers for Science Department Teacher in support of NGSS adoption.</p> | Dep. Chair | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other | <p>a. NGSS Material and Supplies 2,000 (Title I)</p> <p>b. LAB Supplies 4,000 (lottery Funds)</p> <p>c. Magazine Subscription (3,000, LCFF)</p> <p>d. Instructional Support Materials \$7,716(LCFF)</p> <p>e. Trainer of trainers \$ 4166 (Title 2)</p> |
| <p>2.3 Instruction/ Supplemental Instruction</p> <p>Continue the after-school program to support students who are at risk of not passing their classes.</p> <p>a. Scientific Calculator replacements for Math classrooms</p> <p>b. Algebra 1 courses will implement innovatives projects, portfolios, notebooks.</p> <p>c. Provide in-class college tutors for all Algebra 1 courses.</p> <p>d. Employ 2 Math SES Teachers for 2 sessions, not credit baring, hourly rate (same as 1.4)</p> <p>e. Continue with 1 year round Algebra1 SAS/8th period, credit baring overload (same as 1.4)</p> <p>f. Identify Students who are at risk of failing Alebra 1 using quarter/semester/and or 8th grade placement tests.</p> <p>g. Implement walk-in tutoring schedule</p> <p>h. Saturday Skill Improvement days for struggling math students</p> <p>i. Continue with summer school RRR for Geometry and Algebra I for struggling students.</p> <p>j. RRR afterschool tutoring, 70 hour available for science courses.</p> <p>k. CAASPP Bootcamp for Math & English (Saturday Session for target groups) same as 1.5</p> | Dep Chair/ COSA/ SAS Coordinator | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | <p>a. Scientific Calculators 1,300 (Title 1, 4300)</p> <p>b. Materials and Sup. Math \$1,100 (Title I, 4300)</p> <p>c. In-Class Tutors for Algebra 1 \$17,467 (LCFF#1.3)</p> <p>d. Hourly Rate SES (Same as 1.4)</p> <p>e. Overload (Same as 1.4)</p> <p>h. Teacher Saturday. Skills Sessions \$840 (Title I)</p> <p>j. Afterschool RRR \$3,266 (Title I)</p> <p>i. Summer RRR \$13,873 (Title I)</p> |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|-------------------------|--|---|
| <p>2.4 English Language Learners Identify 10th grade students who score FBB (unable to demonstrate 6th grade standards) on Algebra 1 Benchmark scores. a. Identify intensive program that will be used in addition to the core math class and how many sections will be needed. b. Identify EL students who have not passed Algebra 1. Continue after-school tutoring to provide students with additional support in their target language c. Provide in-class tutors in all EL courses, same as 1.6</p> | ADMIN | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other | |
| <p>2.5 Professional Development Offer PD with a focus on teaching strategies to implement the CCSS for Mathematics and or Science in the classroom. a. Math Teachers to attend training through ICOE or Academic Coach b. Science teachers attend ICOE/ San Diego Training to to prepare for NGSS adoption.</p> | A . COACH | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | a.PD @ ICOE/AC+subs 4,000 (Title II) a. PD@ICOE/AC+subs 4,000(Title II) |
| <p>2.6 Technology a. Increase the use of technology during instructional time. b. Replace technology for Math: Elmos, printers, bulbs c. Math Dep Ink d. Replace Technolgy for Science: Bulbs e. Science Ink</p> | PIRT DEP . CHAIRS | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other | b. Math Replace Tech \$4,630 (LCFF) c. Math Ink \$3,600 (LCFF) d. Sci Replace Tech \$3000 (LCFF) e. Sci Ink \$1,000 (LCFF) |

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| GOAL: | SPSA GOAL # 3: Southwest High School will improve parent-student involvement, support student learning by communicating clearly and often with parents regarding student achievement, using multiple communication methods, empowering parents to monitor and support student progress, supporting community events. LCAP Goal #4 - Improve communication among all stakeholders. WASC Critical Area # 3 | Related State and/or Local Priorities: 1__ 2__ 3* 4* 5__ 6__ 7__ 8__ |
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| Identified Need: | Identified need based on the CDE SNAPSHOT, Stakeholder surveys and WASC recommendations as follows: <ul style="list-style-type: none"> • In 2015, 3.1 students were suspended in comparison to 4.3% in 2014. • In 2014, the graduation rate was 90% in comparison to 86% in 2013. Social economically disadvantages students graduation rate in 2014 was 87% compared to 89% in 2013. • In our parent Survey 55% of parents surveyed were not familiar with our support services and or curricular programs. Surveys and WASC Recommendations: <ul style="list-style-type: none"> - Continue to reduce number of daily tardies. - Increase communication with parents regarding academic progress of students via blackboard connect. - Increase promote of all schoolwide and extra-curricular events including award ceremonies |
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| Goal Applies to: | School: Southwest High School |
| | Applicable Subgroups: All, EL, LI, FY, At-risk, R-FEP |

Single Site Plan for Student Achievement (SPSA): 2016-17

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | By 2017 we will increase graduation rate by 2% and reduce suspensions by 5%. <ul style="list-style-type: none"> • Increase student parent-student involvement in academics by increasing personal communication with parents. • Increase the parent meeting attendance. • Set clear objectives for students in every classroom and provide multiple support services to increase student motivation. Metrics: Attendance Rate/Drop Out Rate * Suspension Rate * Tardy Calculator Reports * Parent and Student Surveys |
|--------------------------------------|--|

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---|--|--|
| Curriculum | | X ALL | LCFF Items Pending LCAP Approval |
| 3.1 Improve communication between parents and staff via parent nights, recognition ceremonies, and other parent meetings. | | OR: | |
| a. Invite Parents to The End of Semester Departmental Awards. | | __ Low Income pupils __ English Learners | a. Materials & Supplies \$500 (Title I) |
| b. Math Quarterly Parent Nights to award academic awards. | | __ Foster Youth | b. Hourly +Mat & Sup \$700 (Title I) |
| c. Invite all Parents to Back-To- School Night provide resources to hold event and conduct the school site council elections. | | __ Redesignated fluent English proficient | c. Materials & Supplies \$1,000 (Title I) |
| d. Invite Parents to Healthy Habits Night and Parent Information Night coordinated by SACHS Academy | | __ Other Subgroups:(Specify) _____ | d. Materials & Supplies \$800(Title I) |
| e. Invite all parents to Title I /Parent Education Night provide resources and materials for breakout sessions | SPRT- Admin- Counselors, SACHS Academy Coord.- ASB Director | | e. Material & Supplies \$1,000 (Title I) |
| f. Invite parents to AVID Quarterly Meetings (Same as 4.1 I) | | | f. Materials \$ Supplies \$800 (Title I) |
| g. Increase advertisement of events via ASB group. | | | g. Material \$ Supplies \$1,000 (Title I) |
| h. Use Blackboard Connect to increase opportunities for teachers and administrators to further contact with parents | | | h. BB Connect Renewal Fee \$4,355 (LCFF) |
| i. Provide parents with regular information on a regular basis via Aries, Blackboard Connect, Website, and multiple parent meetings hosted by our staff members. | | | a-j. Postage 1,000 (Title I) |
| j. Monitor Student's attendance and provide parents and potential dropouts with information and resources to improve attendance via tardy calculator. | | | k. Tardy Calc. Software \$4300 (LCFF 5.7) |
| k. Provide supplies for the tardy calculator | | | l. Postermaker Mat & Sup. \$2000(Title I) |
| l. Utilize postermaker to advertize and support schoolwide events. | | | |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|--|---|
| <p>3.2 Counseling Department provides information to parents regarding academic requirements for higher education.</p> <p>a. Increase parents involvement at all Senior Class Parent Meetings/events.</p> <p>b. Support a college going culture, host a Higher Ed Day in the Spring for Juniors and in the Fall for Seniors</p> <p>c. Counselors host informational meetings such as Coffee with the Counselors and Financial Aide Workshops for students and parents, SAT/PSAT meetings, etc..</p> <p>d. Invite Parents to IB/AP program informational meetings.</p> <p>e. Provide Clerical Supplies for all parent informational events hosted by counseling department</p> | Counselors | <p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English profi</p> <p><u> </u> Other Subgroups:(Specify) _____</p> <p><u> </u> Other Subgroups:(Specify) _____</p> | <p>a. Materials & Supplies \$300 (Title I)</p> <p>b. Materials & Supplies \$200 (Title I)</p> <p>d. Materials & Supplies \$200 (Title I)</p> <p>e. Material \$ Supplies \$300 (Title I)</p> |
| <p>3.3 Improve Schoolwide student motivation to support student learning</p> <p>a. Continue implementation of a school-wide citizenship rubric</p> <p>b. Departments will showcase student work throughout the year.</p> <p>c. Facilitate Freshmen transition into High School through the implementation of the Link Crew Program this includes hosting a Freshmen orientation, training upperclassmen to form part of the program, training staff members to lead year round events.</p> <p>d. Teachers motivates and supports students during advisory</p> <p>e. COSA to schedule meeting with parents of "at risk" students who have not standardized test scores for grades 10th and 11th.</p> <p>f. Reinforce importance of attendance by recognizing and rewarding perfect attendance every semester. (patch or cinch sacks for students)</p> | District-wide | <p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English profi</p> <p><u> </u> Other Subgroups:(Specify) _____</p> | <p>c. Link Crew Student Training 3,150(Title I)</p> <p>c. Link Crew Training for Advisor \$2,797 (Title II)</p> <p>c. Advisors Hourly \$2,333 (Title I)</p> <p>f. Awards 1,000 (District)</p> |
| <p>Instruction-Supplimental Instruction</p> <p>3.4 Increase parent involvement through informational meetings and workshops offered by the Guidance Support Specialist</p> <p>a. Purchase resources for GSS to plan and conduct parent workshops and</p> <p>b. Purchase paper, certificates, office supplies to support GSS services.</p> <p>c. Identiry 11th graders who are at risk of not passgin the CAASSP and set up two Saturday Bootcamps (Same as 1.5)</p> | <p>Admin/ GSS/ English& Math</p> <p>Dep Chairs</p> <p>EL Teachers</p> | <p><u> </u> X ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> x English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English profi</p> <p><u> </u> Other Subgroups:(Specify) _____</p> | <p>a. Materials & Supplies \$300(Title I)</p> <p>b. Materials & Supplies \$200(Title I)</p> |

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------|---|---|
| <p>English Learners 3.5 Celebrate the academic accomplishments of English Language Learners.</p> <p>a. Provide clerical support for invitations, certificates, posters, and other materials and supplies for recognition events for ELD teachers.</p> <p>b. Create a Parent Manual(Bilingual) that includes information on extra curricular activities, registration, academics, sports, etc...</p> <p>c. Invite ELD Parents to Quarterly Meetings for informational purposes and during award recognition ceremonies.</p> <p>d. Work with feeder schools to provide the criteria-based "Summer Connection Intervention Program" to target incoming Freshmen likely to struggle academically in high school.</p> | District-wide | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English profi</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>a. Materials & Supplies \$300 (Title I)</p> <p>b. Hourly Rate \$933(Title I)</p> <p>c. Material & Supplies \$800(Title I)</p> <p>d. Coord. Hourly Rate \$ 2,568 (Title I)</p> <p>d. materials and supplies \$500 (Title I)</p> |
| <p>Professional Development 3.6 Provide ongoing professional development oportunites to staff this</p> <p>a. Provide ongoing training for the use of BB Connect</p> <p>b. Provide ongoing teacher training on Aries.</p> <p>c. Encourage the use of Remind in classrooms and a school-wide function if available next school year.</p> <p>d. Provide a Website building professional development that may include building a google classroom or personal/departmental website to include to our school site.</p> <p>e. Provide P.D. with a focus on "Building a Culture of Hope" during faculty meetings to increase student motivation and student achievement.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>d. Teacher Hourly Rate: \$4200(Title I)</p> |

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| GOAL: | SPSA Goal #4 - Monitor and improve school wide student engagement and provide a series of courses and experiences at each grade-level to increase college and career readiness. | Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ |
| | LCAP Goal #5 - Provide a more diverse selection of curricular offerings in order to increase student engagement and school connectedness through expanded access to rigorous and high interest coursework; targeted support for struggling students; and specialized curricula designed to accelerate EL student's acquisition of English. WASC Critical Area #1,2,3 | |

Identified Need: Identified need based on the CDE SNAPSHOT, Stakeholder surveys and WASC recommendations as follows:

- In 2015 22.3% of our students took at least 1 AP Exam, 61% of them scored 3 or higher, and 60% of social economically disadvantaged students scored 3 or higher. Compared 2014 where 17.9% of our students took atleast 1 AP exam, and 50% of students scored 3 or higher.
- In 2014 26% of our student completed the A-G requirments compared to 34% in 2013.

Surveys and WASC Recommendations:

- Current technologies (student devices) available on a limited basis.
- High quality CCSS aligned materials are available and in use in a very limited number of classrooms.
- Tutoring Services particularly in EL courses are needed.

Goal Applies to: Schools: Southwest High School
Applicable Pupil Subgroups: All, EL, LI, FY, At-risk, R-FEP

Single Site Plan for Student Achievement (SPSA): 2016-17

Expected Annual Measurable Outcomes:

- Percentage of students taking atleast 1 AP exam will increase by 2%. The percentagae of students passing with a 3 or above will also increase by 2%.
- At least two articulation meetings with each feeder school and IVC will be held.
- Parent satisfaction with school-to-home communication as measured by parent surveys will be increased.

Metrics: *Meeting Records *Surveys *Master Schedule * Attendance Rate * UC Course Completion Rate *Cohort Dropout Rate

| Actions/Services | Person Responsible | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|--------------------|---|--|
| Curriculum | | __ALL | LCFF Items Pending LCAP Approval |
| 4.1 AVID Program Implementation that provides academic support for students. Students encouraged to follow a 4 year program | District-wide | *ALL | a. AVID Coord Per. Release 24,368.50 (Title I) |
| a. Recruit & select new students each spring b. Subs for Recruitment of incoming students at feeder schools c. Subs for teacher/Coord workshops d. Subs for Site Team meetings e. Subs for avid tutor Training f. AVID Tutors g. AVID Institute/Conference: 6tch, 1 Coord, 1 Counselor h. Materials & Supplies that support CCSS and increasing rigor i. Parent Awareness Quarterly Meetings (Same as 3.1 F) j. 11 sections of AVID Courses one is a bilingual secion | | OR: __Low Income pupils __English Learners __Foster Youth | b,c,d,e. Total AVID Subs 6,176 (Title I) f. AVID Tutors 32,751 (Title I) g. AVID conference 9,000 (Title II) h. Materials and Supplies 1000 (Title I) i. Quarterly Parent Meetings \$800 (Title I) j. 11 AVID Sections \$282,008 (LCFF) |
| 4.2 Get focused Stay Focused Curriculum: Begin the 10 year plan at 9th grade level and finalize it with a post-secondary goals. | School-wide | __ALL | |
| a. Counselors will make a A-G requirements presentations in all Freshmen classes b. All 9th grade students, with the help of their counselors and teachers create individual plan to identify their goals for post-secondary training c. Get Focused, Stay Focused Choose department that will implement follow-up modules and career lockers in grade 10 and 11. 3-4 Teachers to attend the GFSF Conference. d. Pullout days for GF/SF curriculum planning | | OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) | b./c. GF/SF Curriculum Materials and Supplies \$14,012 (LCFF) d. GF/SF Hourly PD \$2100 (LCFF) d. Subs \$2,874 (LCFF) |

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| <p>4.3 Increase school wide rigor and develop College and Career pathways</p> <p>a. Continue all current IB courses and develop a plan for developing a dual immersion program, add IB Math and IB Geography 2016-17 school year.</p> <p>b. Create a College and Career Readiness Certificate via IVROP</p> <p>c. Encourage students to apply for a State Seal of Bilingualism</p> <p>d. IB Instructional Materials</p> <p>e. Add AP/I.B. SAS 8th Period Class to support struggling students in rigorous courses. (Same as Goal 1.5:3 regular SAS, 1 Math SAS, 1 AP/IB SAS)</p> <p>f. Theory of knowledge extra period assignment for 1 teacher to support IB program. 2.5 credits only</p> <p>g. Provide 60 hours of hourly pay for the IB Essay Writing Component</p> <p>h. Provide 60 hour of hourly pay for the IB CAS component</p> <p>g. IB/AP Test Proctors</p> | <p>School-wide CUHS</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>a. all IB course salaries \$256,968(LCFF)</p> <p>b. IVROP \$22,769 (LCFF)</p> <p>d. IB Instructional Materials \$ 25,000 (LCFF)</p> <p>e. AP/IB SAS Class \$22,082(Same as 1.4)</p> <p>f. TOK 20hrs \$800(LCFF)</p> <p>g. IB Essay Hourly \$2460 (LCFF)</p> <p>h. IB CAS Hourly \$2460 (LCFF)</p> <p>g. AP/ IB Proctors \$1250(LCFF)</p> |
| <p>Instruction-Supplemental Instruction</p> <p>4.4 Improve student engagement and academic achievement across all subjects</p> <p>a. Field trip to a San Diego area university for students who have demonstrated significant improvement in the S.A.S. Program.</p> <p>b. Continue to employ Supplemental Intervention (E2020) teacher during Summer Intervention (142 hours, 20 days)</p> <p>c. Continue to employ Supplemental Intervention Program (E2020) teacher to provide students and opportunity to make up credits.</p> <p>d. Offer walk-in tutoring in the library by employing 2 Certificated Tutors to offer academic support Mon-Thurs for one hour. Same as goal 1.4</p> <p>e. Employ three teachers 2 days to provide students with SAT/ACT test taking strategies and completing practice questions.</p> <p>f. Summer courses, administrative expenses to support at risk students. (142 or 20 days)</p> <p>g. CTEIG Academic Enrichment offered to all HOSA Students pending LCAP approval</p> | <p>District-wide</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>a. SAS Field Trip 1 Bus 1,800 (Title I)</p> <p>b. E20/20 Summer hourly \$5135.10 (Title I)</p> <p>c. E20/20 Software \$15,000 (LCFF)</p> <p>c.E20/20 Teacher hourly \$6929 (Title I)</p> <p>e. Teacher hourly rate \$1721(Title I)</p> <p>e. materials and supplies \$300 (Title I)</p> <p>f. Summer Program \$18,422(Title I)</p> <p>g. CTEIG Teacher Salary 1,750 (LCFF)</p> <p>g. CTEIG Software 14,000 (CTE Grant)</p> <p>g. CTEIG Training 3,200 (Title II)</p> |
| <p>4.5 Grade level presentations and support services that promote and enhance student engagement.</p> <p>a. Counselors and administrators will provide grade specific information regarding testing, graduation requirements, and activities in the fall</p> <p>b. Host College Application Workshops at 12th grade level</p> <p>c. RAISELABS Created with A.P. and IB Students to raise college funds.</p> <p>d. 10th grade trip to SDSU/Calexico and IVC for a target group of students</p> <p>e. 11th Grade-College/Career Day @ Imperial Valley College</p> <p>f. Host School Wide Career Fair</p> <p>g. Create opportunities for low income students to visit San Diego Area College campuses, one 11th grade bus, one 12 grade bus if funds are available in Title I.</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>d. School buses for Tours \$500 (Title I)</p> <p>e. Bus to IVC \$200 (Title I)</p> <p>f. Materials &Supplies \$1500 (Title I)</p> <p>g. Bus and Mat& Supp. \$3,600(Title I)</p> |

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| <p>English Learners</p> <p>4.6 Provide English Language Learners with appropriate materials for classroom instruction to increase student engagement and academic support.</p> <p>a. Continue the use of English 3D II in Accelerated Language Classrooms</p> <p>b. Continue the use of English 3D I in ELD Classes with TELD Students</p> <p>c. Implement a Biliteracy pathway, adding Spanish-language courses</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>a. Mat & Sup. \$3,500 (Title 3, LCFF)</p> <p>b. Mat & Sup (Title 3)</p> <p>c. ELD Courses 72,000 (District)</p> |
| <p>Professional Development</p> <p>4.7 Departments will create Curriculum and Assessment Teams (C.A.T.) to align curriculum to Common Core Standards (CCSS) and plan necessary PD</p> <p>a. Provide Teachers with EADMS Training to focus on Data Analysis to drive instruction in all applicable areas.</p> <p>b. Conduct multiple learning walks throughout the year to provide teachers an opportunity to reflect on their own practices and improve instruction and student engagement.</p> <p>c. Counseling for 21st Century training for all counseling to support students. "Hatching Results"</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>a. Technology PD and Subs 1,200 (Title 2)</p> <p>c. Subs for Learning Walks \$5250 (Title 2)</p> <p>d. Counseling PD \$ 2000 (Title 2)</p> |
| <p>4.8 Provide specialized training to staff members to support rigorous course offerings such as AP/IB/ and Honors Courses</p> <p>a. A.P Training for teachers whose courses have changed or new courses, predict 4 per year.</p> <p>b. IB Program Participation annual fee 10,000</p> <p>b. I.B Training for teachers predicting a growth of two courses per year.</p> <p>c. Counseling Workshops: Financial Aid Training, UC Training, etc...</p> <p>d. Pay uncovered AP/IB Testing Fees for low income students.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>a. A.P Training (4 every year.) \$5,500 (Title 2)</p> <p>b. I.B Training (4 teachers every year.) \$9,000 (Title 2)</p> <p>b. IB Annual Fee 10,000 (District)</p> <p>b. IB Training Growth 9,000 (EOS, Title II)</p> <p>c. Counseling Conf. 3,000 (Title 2)</p> <p>d. IB/AP Fees \$14,250 (LCFF)</p> |

SHS 2016-2017 Budget Summary

| Expenditures | Goal #1: English+all other | Goal #2: Math & Science | Goal #3: Parent Inv.-Engagement | Goal #4: College & Career | Totals | SHS Award 2016-2017 | Balance Carryover Included |
|-----------------|----------------------------|-------------------------|---------------------------------|---------------------------|-----------------|---------------------|----------------------------|
| Title 1 Goals | \$ 223,173.75 | \$ 22,915.67 | \$ 22,424.11 | \$ 101,603.88 | \$ 370,117.40 | \$ 388,345.91 | \$ 18,228.51 |
| | | | \$ - | | | | |
| Title 2 Goals | \$ 85,494.42 | \$ 15,046.01 | \$ 2,797.00 | \$ 47,149.42 | \$ 150,486.84 | \$ 151,885.33 | \$ 1,398.49 |
| | | | | | | | \$ - |
| Title 3 Goals | \$ 2,000.00 | \$ - | \$ - | \$ 75,500.00 | \$ 77,500.00 | \$ 41,678.43 | \$ (35,821.57) |
| | | | | | | | \$ - |
| LCFF | \$ 286,044.04 | \$ 59,805.35 | \$ - | \$ 702,780.01 | \$ 1,048,629.40 | \$ 2,630,111.00 | \$ 1,581,481.60 |
| | | | | | | | \$ - |
| Student Devices | \$ 55,000.00 | | | | \$ 55,000.00 | \$ 33,000.00 | \$ (22,000.00) |
| | | | | | | | \$ - |
| Teacher Devices | \$ 12,260.00 | \$ 7,630.00 | | | \$ 19,890.00 | \$ 20,000.00 | \$ 110.00 |
| | | | | | | | \$ - |
| Tech Supplies | \$ 15,850.00 | \$ 4,600.00 | | | \$ 20,450.00 | \$ 22,750.00 | \$ 2,300.00 |
| | | | | | | | \$ - |
| | | | | | | | \$ - |

| Title I:-3010 | | Title II (Teacher Quality-Part A) 4035 | | Title III (Limited English Proficient) - 4203 | |
|--------------------|------------|--|------------|---|-----------|
| Award-16-17 | 358,345.91 | Award 16-17 | 71,885.33 | Award 16-17 | 41,678.43 |
| Carryover 15-16 | 30,000 | Carryover 15-16 | 80,000.00 | Carryover 15-16 | |
| Parent Involvement | 3,583 | 7/1/16 - 6/30/17 | 151,885.33 | 7/1/16 - 6/30/17 | 41,678.43 |
| | | | | Carry over | 0 |

Recommendations and Assurances

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

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

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

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

Attested:

Danette Morrell
Danette Morrell

Andrea Corella
Andrea Corella

Danette Morrell
Signature of School Principal

[Signature]
Signature of SSC Chairperson

5-2-16
Date

5/2/16
Date

Single Plan for Student Achievement Annual Evaluation

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

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

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

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

| Which activities funded by Title 1, Part A and EIA/SCE were successful at closing the achievement gap for our lowest-performing students? | |
|--|--|
| Activities | Results |
| Late Buses | Over 50 students are enrolled in the afterschool Intervention Program allowing them to better their grade and get on track to graduate. |
| Use of Title 1 lab in library to run cram session, tutoring sessions and other support services. | The Student Academic Success classes use the Title 1 lab to focus on research and gain technology skills. Students were successful in completing assignments for other classes thus increasing their grade and GPA. |
| Three Periods of Intervention Program TOSA | Teacher speaks with each student, their parent at the beginning of the school year. Then, teacher follows student's academic growth on a regular basis. Rapport between students and school via TOSA has much improved. The tardy rate has gone down among the students. |
| Accelerated Language 1 for L1-3 Students | Increase in students' reclassification (CELDT) |
| Accelerated Language 2 for L4/5 Students | This class has substantially decreased the F rate in core classes. They use the Academic Vocabulary Toolkit with AVID strategies and homework tutorials. |
| Articulation with feeder schools (math) | Administrators at both levels are now aware of the skills necessary for students to succeed at the higher level. |

| | |
|---|---|
| AVID tutors | Students are very receptive to other adults who are not their teachers. Students who benefitted from AVID tutors raised their overall grade. |
| Title 1 Night | Increase in parent awareness of programs available. |
| Counseling meetings with Parents | Increase in parent awareness and involvement. |
| Parent meeting focusing EL and AVID Students. | Increase in parent awareness and involvement. Highly attended by parents. |
| 4 SAS courses as an intervention for at risk students. | Increase in students' grades and GPA. |
| Credit Recovery program | All students enrolled completed at least one course. Increased student GPA and returned students to be on track for graduation. |
| Summer Bridge program | Encouraging results led to expanding the program to incorporate all of our feeder schools for summer 2016. The program will be called "Summer Connections." |
| Meetings with parents whose students are at-risk. | Increase in parent awareness and involvement. |
| Use BlackBoard Connect to contact parents | Increase in teacher-parent contacts as demonstrated by reports. |
| Provide teachers with time to plan curriculum and special projects | Increase in teachers' understanding of CCSS & cross curricular collaboration. |
| Use of substitutes to allow teachers to attend conferences, parent meetings, etc. | Increase in parent-teacher contact and teacher subject competence. |

| Which activities funded by Title 1, Part A and EIA/SCE were not successful at closing the achievement gap for our lowest-performing students? | |
|--|--|
| Activities | Results |
| After-school tutorial for math class Reteach-Retake-Replace | Lack of consistency in the approach among all Algebra 1 teachers as well as other content teams. We have reduced hours available to include those who have been successful |
| Saturday Bootcamps for Standardized Testing | This event was poorly planned, and was not carried out. We will modify its execution and ensure that it takes place next school year.. |

Which activities should be continued?

- a. All the activities mentioned in the successful list. For the 2016-17 school years, Southwest will add three SES non-credit baring sessions afterschool to support struggling students in addition to our current five credit baring SAS session.
- b. We will create an Eagle Study Spot in the library, this will include 2 Certificated Teachers (one Math and English) to provide walk-in tutoring for students who are not in the SAS or SES afternoon sessions.
- c. After-school tutorial for math needs to be more consistent. Algebra 1 content team will meet regularly and analyze data to determine which standards to reteach, develop units and tests, and which students should attend.

- d. Teachers will be given time over the summer (one week in June and one week in August) to work on Curriculum Guides as well as Formative & Summative Assessments.
- e. Continue using BlackBoard Connect as our communication system to reach parents. However, we will add the texting option. This feature will allow parents to receive messages as a text message in lieu of a phone call.
- f. Accelerated Language 2 class will expand from two days per week to four days during 8th period to include credit recovery.

Which activities should be discontinued?

- a. We will reduce the number of hours offered as an afterschool RRR, make required modifications improvements are not made will remove it completely for next school year.

Programs Included in this Plan

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

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

| State Programs | Allocation |
|--|------------|
| <input checked="" type="checkbox"/> Educator Effectiveness Purpose: Provide Academic Coaching for staff members | \$281,430 |
| <input checked="" type="checkbox"/> Career Tech Education Incentive Grant Purpose: Support Technical Career Education | \$305,832 |
| <input checked="" type="checkbox"/> CCPT- CAL Safe Grant Purpose: To establish or enhance a locally defined career pathways program that connects school districts, county superintendents of schools, charter schools, and community colleges with business entities. | \$170,765 |
| <input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety | \$ |
| <input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ |
| <input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE]) | \$ |
| Total amount of state categorical funds allocated to this school | \$ 758,027 |

| Federal Programs | | Allocation |
|---|-------------|-------------------|
| <input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | | \$ 358,346 |
| <input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$3583 | |
| <input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$35,834.60 | |
| <input checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | | \$ 33,163 |
| <input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | | \$ 77,500 |
| <input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | | \$ |
| <input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | | \$ |
| <input checked="" type="checkbox"/> Career Technical Education Purpose: Support vocational classes in education | | \$ 57,000 |
| <input checked="" type="checkbox"/> Other federal funds (Migrant Program Services) | | \$265,973 |
| <input type="checkbox"/> Other federal funds (list and describe) | | \$ |
| Total amount of federal categorical funds allocated to this school | | \$ 791,982 |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

SNAPSHOT SHS REPORT/SCORES OF 8 STATE PRIORITIES:

Priority 1: Basic (Conditions of Learning)

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

Priority 2: State Standards (Conditions of Learning)

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

Assessment
Curriculum
Equity
Instruction
Professional Learning

Priority 3: Parental Involvement (Engagement)

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

Culture and Climate
Equity
Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

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

Assessment
Curriculum
Equity
Instruction

Priority 5: Pupil Engagement (Engagement)

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

Culture and Climate
Equity
Family and Community

Priority 6: School Climate (Engagement)

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

Culture and Climate

Equity

Family and Community

Priority 7: Course Access (Conditions of Learning)

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

Curriculum

Equity

Professional Learning

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

Curriculum

Equity

Professional Learning

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

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

Resource Alignment

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

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

Resource Alignment

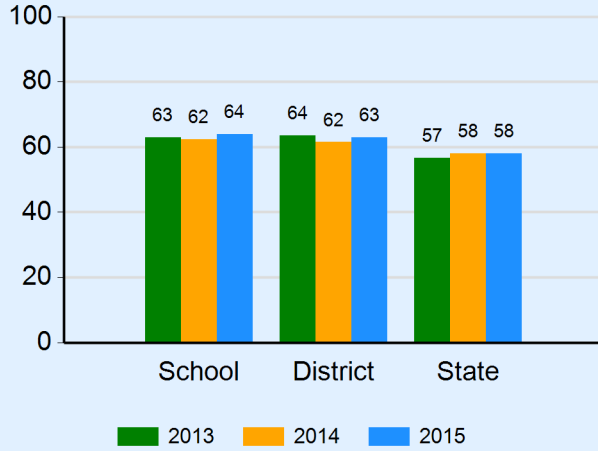


Local Control Funding Formula (LCFF) State Priorities Snapshot 2015-16 Reporting Southwest High

Address: 2001 Ocotillo Dr., El Centro, CA 92243
 Grades Offered: 9-12
 County-District-School Code: 13-63115-1330133

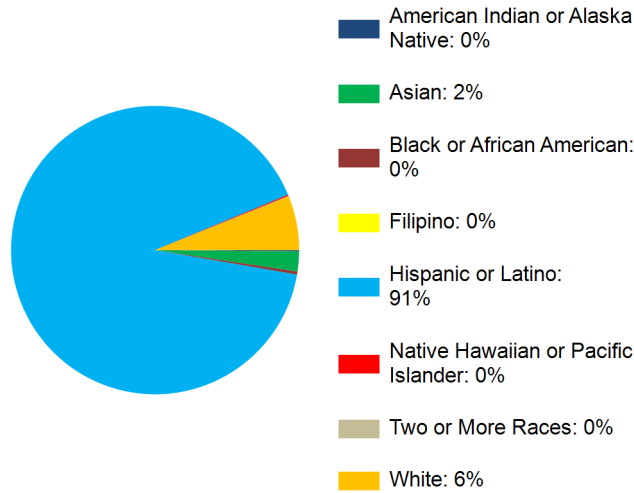
Student Achievement

Percent of English Learner (EL) Students Who Made Progress Toward English Proficiency



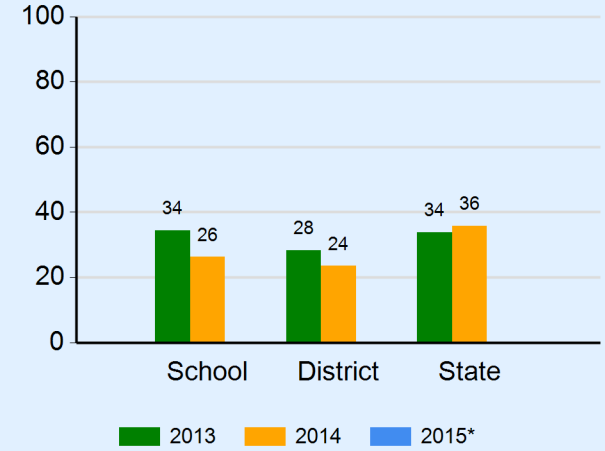
Enrollment (2,057)

2014-15 Enrollment by Race/Ethnicity

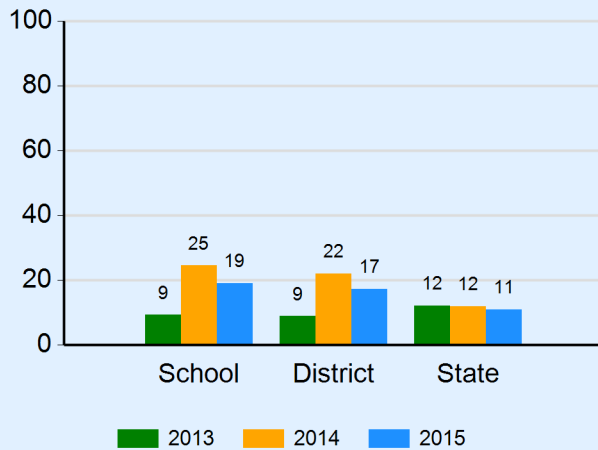


Student Achievement

Percent of 4-Year Cohort that Completed "a-g" Requirements



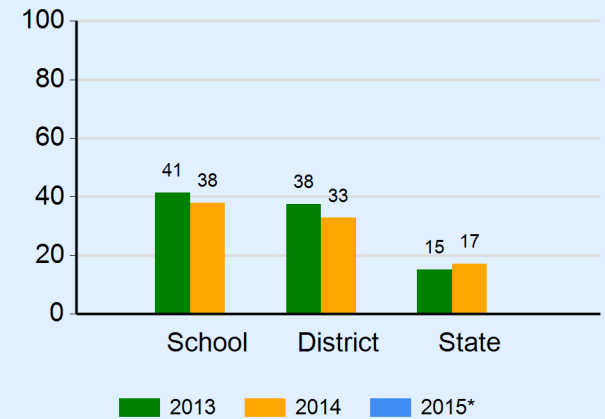
Percent of EL Students Who Were Reclassified



2014-15 Enrollment by Program Eligibility

| | |
|---------------------------------------|-------------|
| English Learner (EL) | 464 (23%) |
| Foster Youth (FY) | 5 (0%) |
| Socioeconomically Disadvantaged (SED) | 1,444 (70%) |
| Students With Disabilities (SWD) | 172 (8%) |

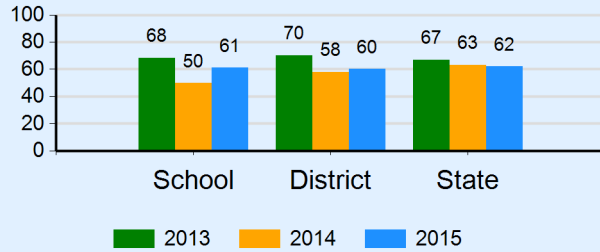
Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway



Student Achievement: Schoolwide

(Southwest High)

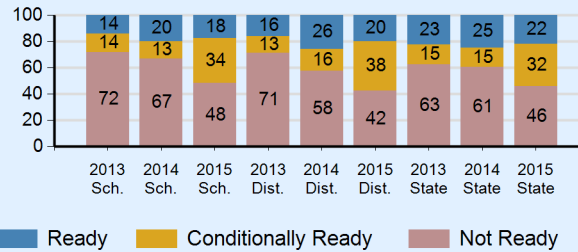
Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam

| 2013 | 2014 | 2015 |
|---------------|---------------|---------------|
| 1,421 (12.4%) | 1,419 (17.9%) | 1,427 (22.3%) |

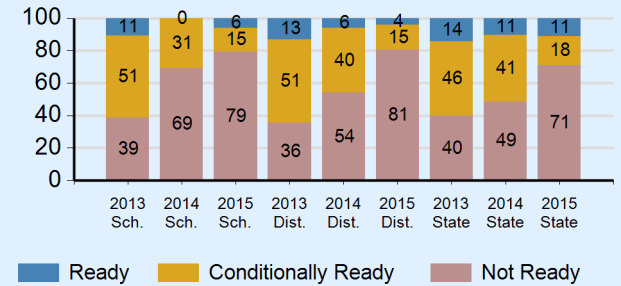
Early Assessment Program (EAP) College Readiness Results for English-Language Arts (ELA)



Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

| 2013 | 2014 | 2015 |
|-------------|-------------|-------------|
| 441 (90.7%) | 469 (12.8%) | 439 (95.2%) |

EAP College Readiness Results for Mathematics

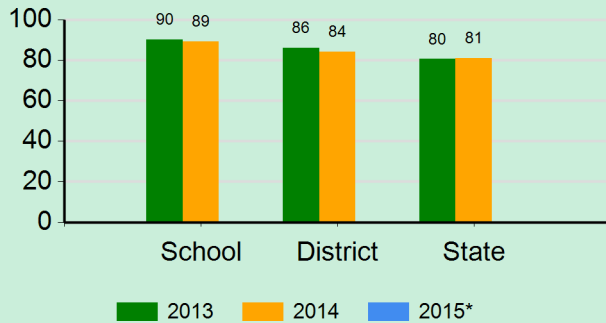


Grade 11 Enrollment and Percent of Students Who Took the EAP Math

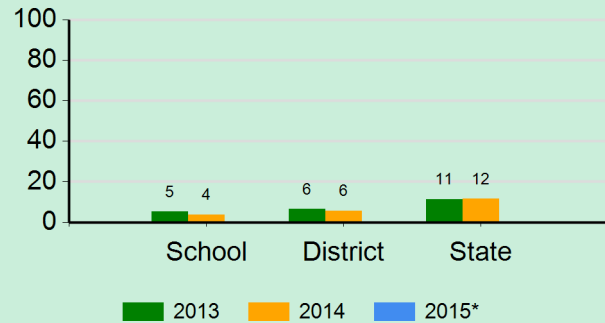
| 2013 | 2014 | 2015 |
|-------------|-------------|-------------|
| 441 (44.4%) | 469 (11.7%) | 439 (94.3%) |

Student Engagement: Schoolwide

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate



Middle Grade Dropout Counts and Rate

Not Applicable

School Climate

Number and Percent of Students Suspended

| Level | 2013 | 2014 | 2015 |
|----------|----------------|----------------|----------------|
| School | 652 (29.1%) | 93 (4.3%) | 67 (3.1%) |
| District | 1,273 (29.0%) | 219 (5.1%) | 189 (4.4%) |
| State | 329,370 (5.1%) | 279,383 (4.4%) | 243,603 (3.8%) |

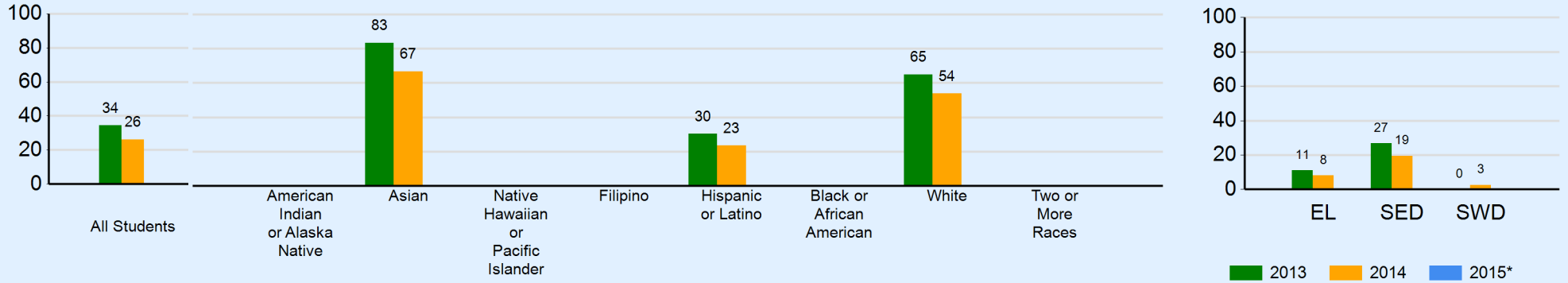
Number and Percent of Students Expelled

| Level | 2013 | 2014 | 2015 |
|----------|---------------|---------------|---------------|
| School | 0 (0.00%) | 0 (0.00%) | 1 (0.05%) |
| District | 2 (0.05%) | 1 (0.02%) | 1 (0.02%) |
| State | 8,266 (0.13%) | 6,611 (0.10%) | 5,692 (0.09%) |

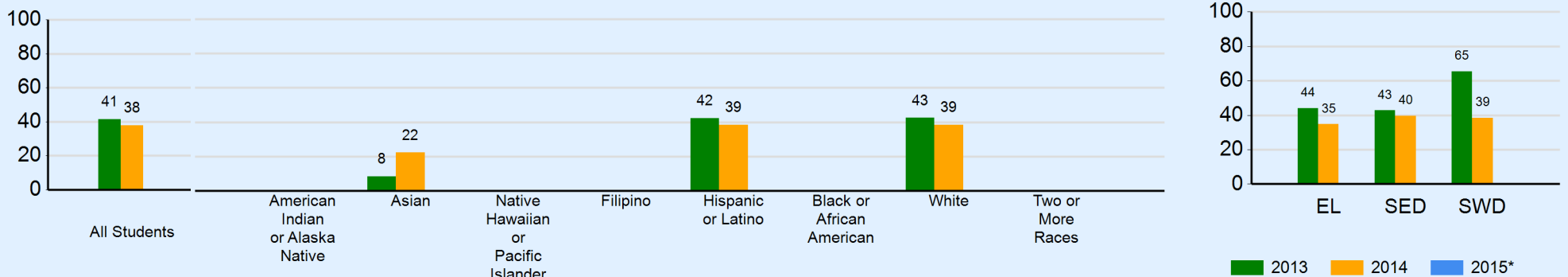
Student Achievement: Student Groups

(Southwest High)

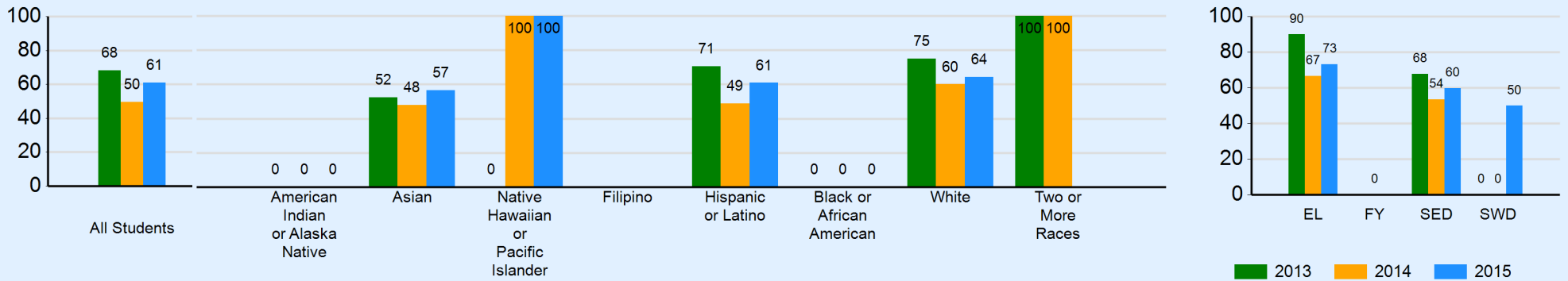
Percent of 4-Year Cohort that Completed "a-g" Requirements by Student Groups



Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups

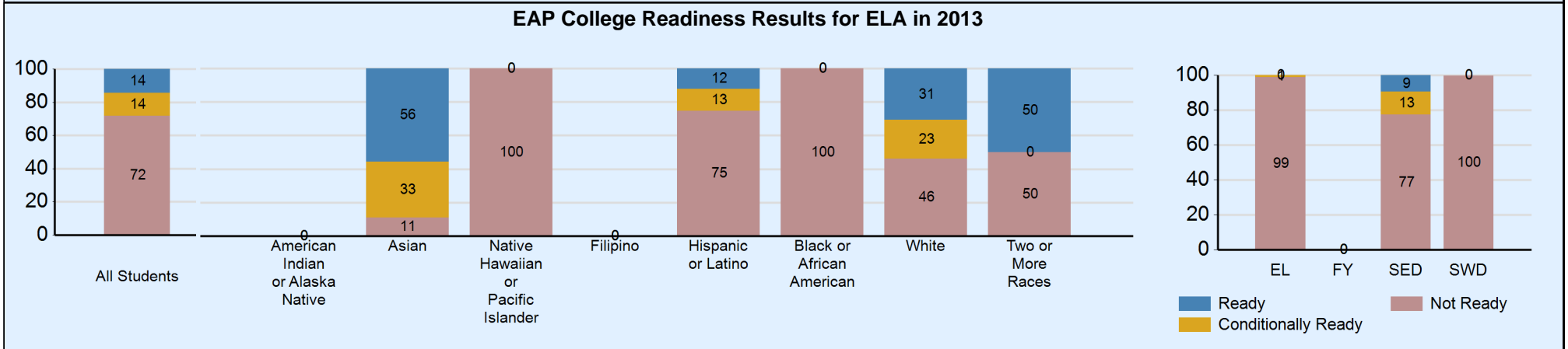
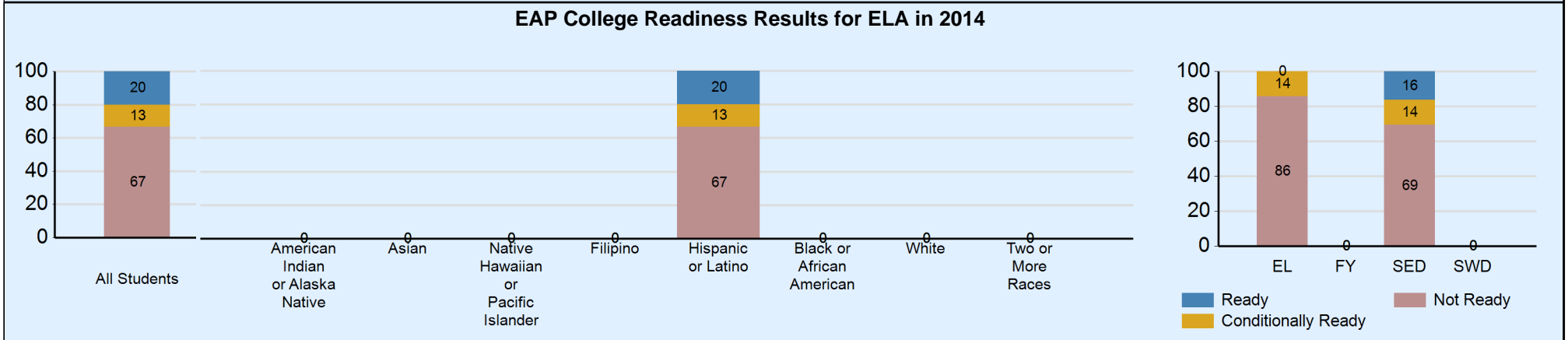
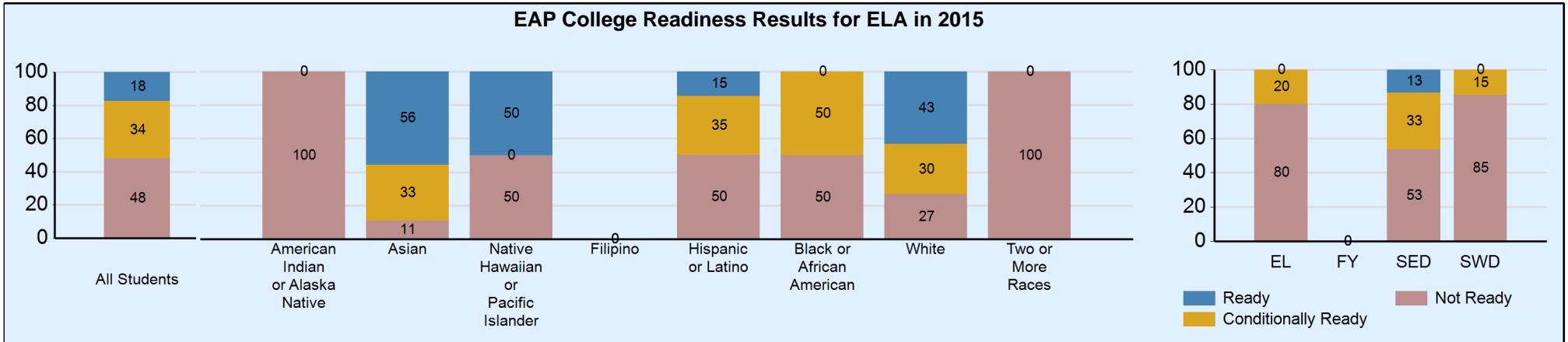


Percent of Student Groups that Passed the AP Exam with a Score of 3 or Higher (Percent is based on students that took an AP Exam.)



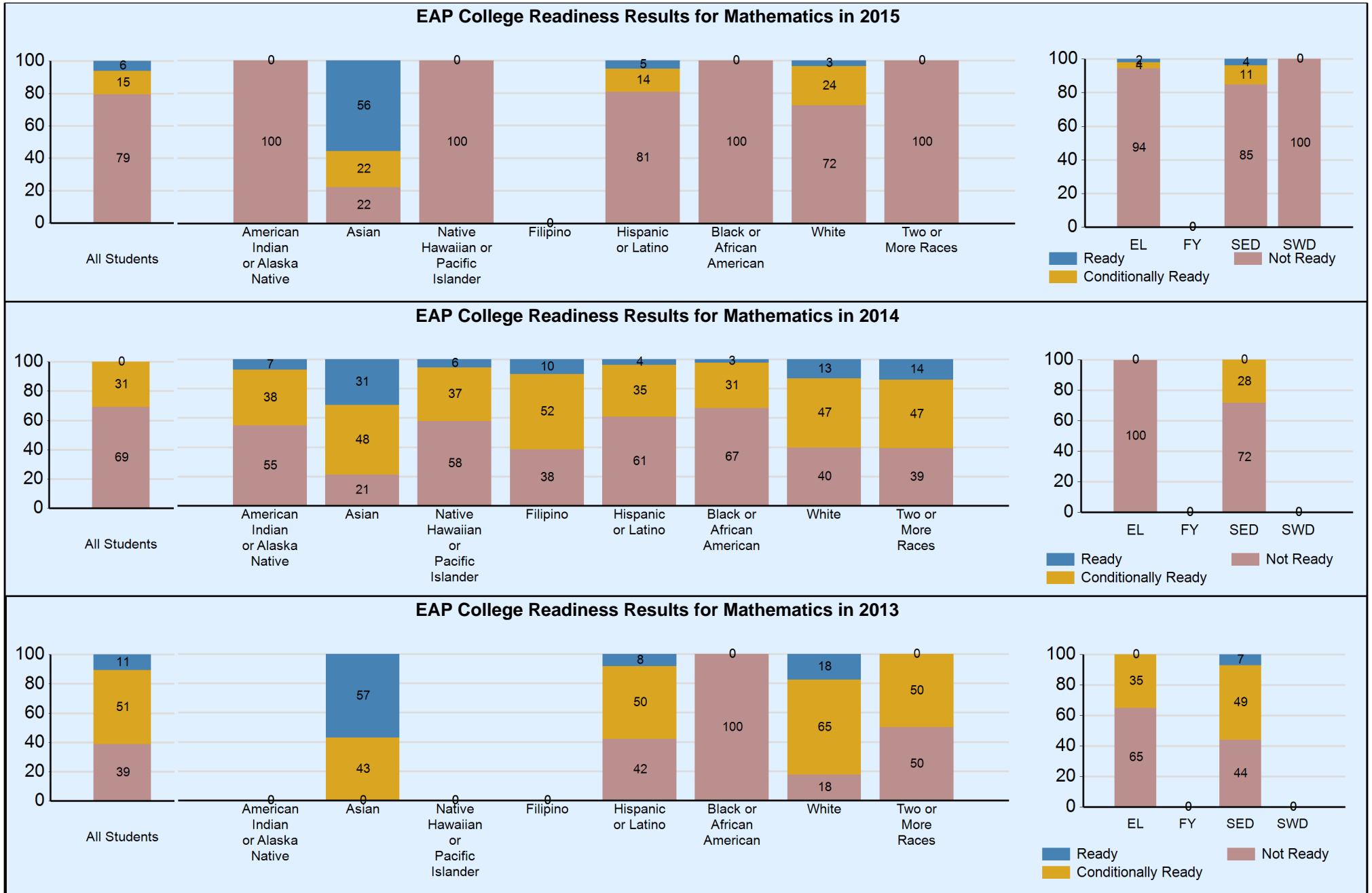
Student Achievement: Student Groups

(Southwest High)



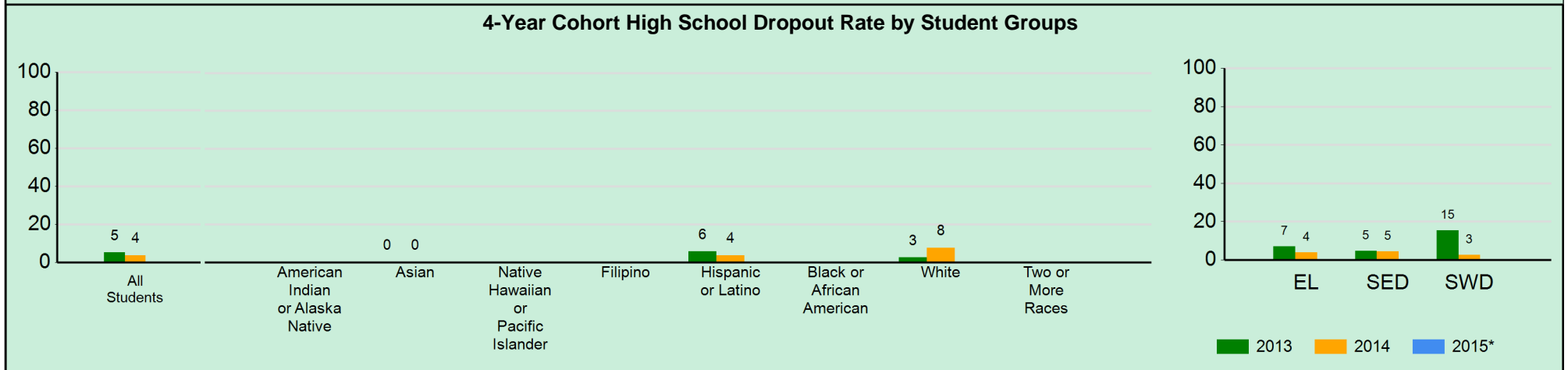
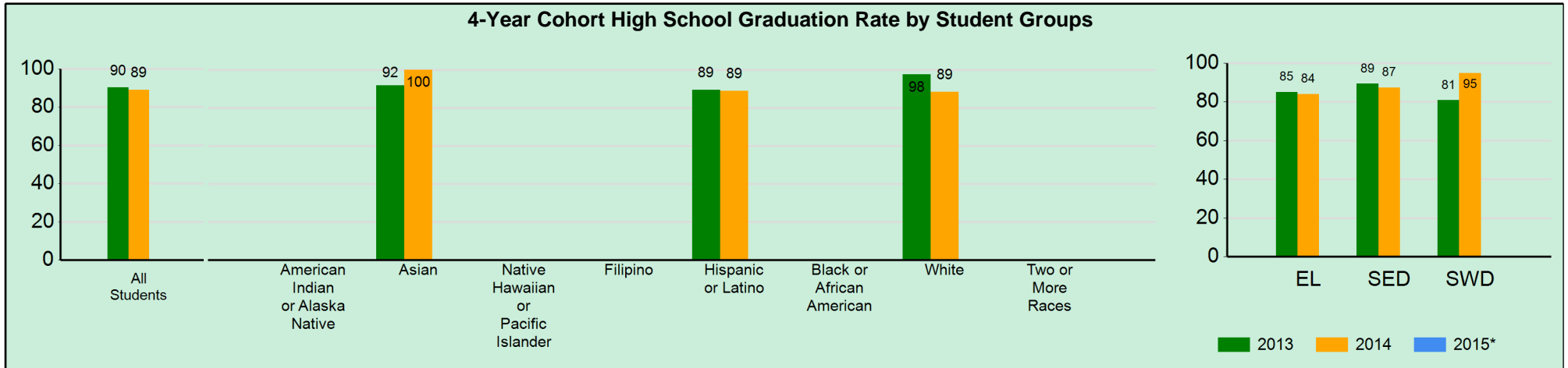
Student Achievement: Student Groups

(Southwest High)



Student Engagement: Student Groups

(Southwest High)



High School Graduation and Dropout Rate for Foster Youth Student Group

| Year | 2014 | 2015 |
|-----------------|------|------|
| Graduation Rate | N/A | * |
| Dropout Rate | N/A | * |

WASC Recommendations From Mid-Cycle Visit 2014-2015**Progress Made**

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

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

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

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

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