

SOUTHWEST HIGH SCHOOL

Single Plan for Student Achievement

2018-2019

Published 2017-2018



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: **Matt Phillips**

Date of this revision: May 14, 2018

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

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

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The School Site Council approved this revision of the SPSA on May 14, 2017

The District Governing Board approved this revision of the SPSA on June 19, 2018.

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SHS Mission Statement and Student Goals

Southwest High School, with the support of families and the surrounding community, is dedicated to providing an educational environment where students are challenged, excellence is expected and differences are valued.

We will...

Exhibit social and personal responsibility

Apply a variety of research skills

Generate goals, set priorities, and create products

Listen, read, write, and speak effectively in English

Evaluate, analyze, and interpret information.

Set and achieve high academic standards

Southwest High School is located in the Imperial Valley in the city of El Centro, a community of 44,201 residents. We represents an increasing variety of ethnic groups with an enrollment) of 2,063 students in grades nine through twelve (2017-2018). Over 25% of the students are identified as English Learners (ELs) and 7.9% are students identified with a disability. Over 70% of our students are eligible for free or reduced lunches and their families are considered low-income. The campus reflects the cultural and socioeconomic makeup of the community.

Southwest High School offers rich and varied courses and pathways. Our focus is to ensure that all students are college and career ready. Through monthly collaborative meetings, teachers and administrators work to share and implement best practices, strategies, and common assessment analysis. Pull out sessions and summer institutes are conducted by Instructional Coaches.

Our Site Action Plan is reviewed and revised throughout the entire year. We engage all stakeholders in this process by allowing special programs an opportunity to present to our School Site Council and our leadership teams. We review our schoolwide data to determine our areas of need and request input from parents, students, and teachers to set goals and work towards continuous improvement.

Key Changes to our Site Plan

- Offer counseling services after hours to support working parents
- Begin Re-Teach, Re-take, Replace Sessions for students failing English 9 and Algebra 1 immediately after 1st semester.
- Offer Saturday Math Skills Re-Teaching Sessions during 1st quarter to support students struggling with Algebra 1.
- Improve resources offered to parents: counselor after hours, parent workshops on college and career readiness.
- Counselor on special assignment will offer group sessions to target the following: 5th year seniors to review academic progress, 9th and 10th grade at risk students.
- Increase student awareness of current programs and support services by increasing in-class student presentations and school wide advertisement. IVROP Representatives and our Guidance Support Specialist will play a bigger roll with student outreach.
- Transform college and career planning into our school culture by increasing awareness/presentations by our Guidance and Career Specialist and the Site Representative of the Imperial Valley Regional Occupational Program.
- Offer Saturday SAT preparation workshops for students. (Target 10th grade C average students not in AVID Program)
- Create a new Site Leadership Team that includes the leaders of all special programs. This team will analyze school data, monitor and measure success criteria, and provide feedback for creation of our site and district plans. They will be asked to report their actions and services during our staff meetings.
- District Academic Coaches will identify teachers with low success rate to provide Professional Development opportunities to improve teaching practices.
- Increase technology training for teachers by creating two technology cohorts to push for an increase in the use of instructional technology.
- Support our current Student Success Team (SST) by creating Pre-SST Meetings, this will allow us to double the amount of students we serve during the year.

Areas of Strength

Southwest High School has a clear set of College and Career Readiness Programs in place to help students achieve success. We proudly offer a safe and positive environment conducive to student learning with multiple tiers of behavioral and emotional support. The campus reflects an overarching philosophy of inclusion, acceptance, and school pride. There is a sense of belonging fostered by staff, ASB, and student organizations which support a wide variety of co-curricular and extra-curricular activities that have formed meaningful community and industry connections enhancing the programs at SHS.

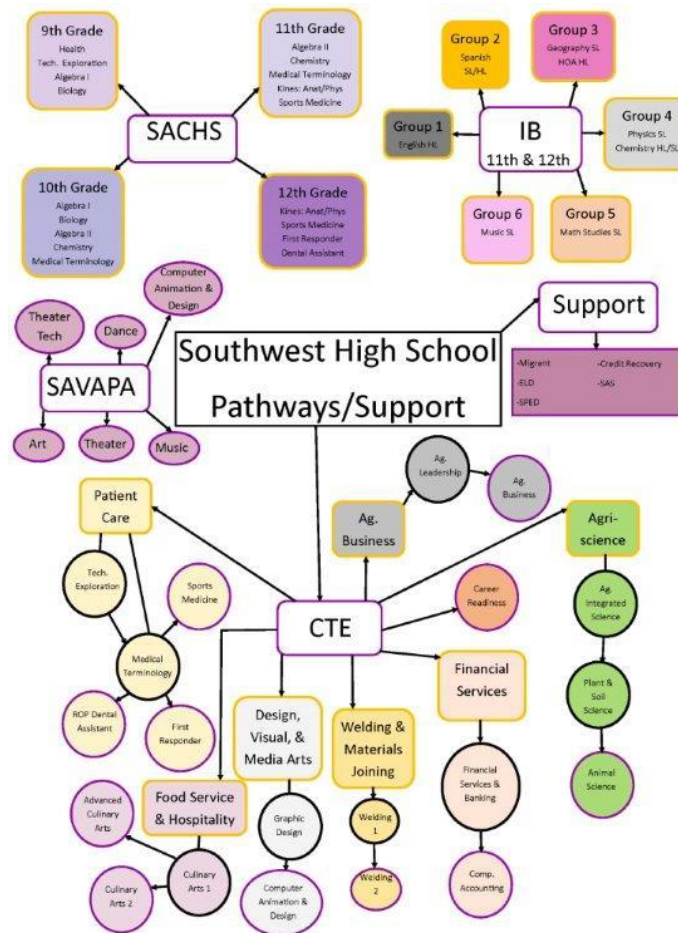
Furthermore, there are effective systems of communication between administration, site and district, faculty, staff, students and parents. Southwest High School increased the curricular pathways available to students, and increased the number of students enrolling in honors, AP, IB, and CTE courses. This school year, dual enrollment offerings are available through Imperial Valley College. Curriculum has been updated through the recent adoptions of English language arts, mathematics, Social Studies, and sections of World Language texts. Curricula for science are slated for adoption next school year. Southwest has developed a school-wide definition of rigor, and continually works to raise the level of expectations across the curriculum. An assessment system to include formative and summative assessments based on the California state standards is being implemented and refined. Teachers use formative and summative common assessments to evaluate student progress and inform instruction. Data from benchmarks are analyzed to modify pacing and curriculum guides. We have a variety of internal and external support services for students, many of them focus on college and career planning. Our AP and IB student enrollment numbers rise yearly.

Areas of Weakness

We recognize that we have many programs and services to offer and must improve our efforts to effectively communicate with all stakeholders regarding expectations, courses, pathway offerings, and intervention and support structures. We are in the process of creating a multi-tiered system of intervention to help evaluate the effectiveness of programs in order to refine and modify as needed. Leaders of special programs must participate in data analysis to continue to identify areas of growth. After careful review of our school wide data we have identified our 35% A-G completion rates is far below our expectations, this is a reflection of high numbers of D's and F's in English and Math. The afterschool tutoring program for English and Math is poorly attended, not meeting the needs of our students. Our professional development must target teachers with low success rates to guide them through reflection/analysis of their current teaching practices in order to modify instructions. Common formative assessment data in all subject areas must be used to drive instruction and learning in the classroom in order for all teachers to implement research based instructional practices. Our parents shared the need for an increase of parent resources and support. There is a need parent workshops that offer guidance and support for college and career planning.

Current Actions and Services

We are dedicated to preparing all students for college and career. In addition to the traditional High School Courses required for graduation, Southwest High School presents rigorous pathways to college and career readiness consisting of the following industry sectors: Career Technical Education offerings include Agriculture, Welding, Foodservice, Patient Care, Design Visual & Media Arts and Financial Services. All students participating in SHS/IVROP capstone classes must prepare a professional portfolio and they receive a certificate of proficiency upon successful completion of the course. Courses offer instructional units based on industry standard certifications such as California Food Handlers Certification and Basic Life Support for the Healthcare Provider. Our Southwest Academy of Visual and Performing Arts (SAVAPA) include courses in theater, theatre tech, dance, art and music. Southwest high school offers performance choir, band, and string orchestra. Music classes, stage production, and art classes round out the fine arts department. World languages include Spanish and French. Other course offerings include AVID, journalism, yearbook, online learning, and others. Advanced Placement classes are offered to 11th and 12th graders in English, Social Science, Mathematics, Science and Spanish. Honors classes are available to 9th and 10th graders under open enrollment. These classes are designed to prepare students for the rigor of AP and IB coursework. All freshmen take health and Success 101, which are graduation requirements. Students plan for college and career by creating a 10 year plan during their freshman year, and continuing to mark their progress through the Get Focused, Stay Focused curriculum. We are committed to preparing our students to meet the challenges of tomorrow’s global economy to make our students “college or career ready” upon graduation.



Parent Involvement

Parental involvement is critical for students to achieve academic success and we host multiple parent events throughout the year. We believe that parents, teachers, counselors, students, staff and administrators can assist in a more effective manner in our school if we work together. Southwest High School communicates with all stakeholders through regular scheduled meetings. Parents are actively involved in the School Site Council meetings, an advisory group of parents, students and staff that meets monthly with the principal. The School Board meets monthly at the District Office. The Migrant Parent and Bilingual Advisory Committees are supportive of our students and meet on a monthly basis. Additionally, the Booster clubs for music and athletic programs provide supplemental funding and support to enhance the total school program. Senior Parent Nights in which parents receive academic and activities information. LCAP parent meetings are scheduled 3 times a year and are open to all parents.

Southwest has been using the LOOP System, a communication system that allows for more opportunities to communicate with parents connecting our Aries program with text messages, emails, and phone calls. This system increases parents' engagement in their children's education by sending messages about events, workshops, curriculum changes, and student performance; these messages are delivered in the languages parents speak and on the device they prefer. Loop transforms school-parent communication by allowing teachers to directly notify parents on a daily basis.

Support Services

External Support Services: Outside Organizations provide resources to students in the following areas; financial planning, college and career planning, study skills, and SAT/ACT workshops.

- 1.) EAOP: Early Academic Outreach Program EAOP primarily serves communities that fit the following description, low family income, and members of first generation in one's family to attend college, residence in a community with low college going rates. They offer an advanced placement summer course for participants.
- 2.) IVROP: Imperial Valley Regional Occupational Program convenes local business, civic, and education partners to implement a regional plan for Career Technical Education, preparing Imperial Valley students for postsecondary education and employment.
- 3.) Talent Search: The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education.
- 4.) Upward Bound: The Upward Bound program provides fundamental support to participants in their preparation for college entrance as an extension of the local Junior College. The program requires that at least two-thirds of the participants in a project must be both low-income and first-generation. They provide academic tutoring, preparation for college entrance exam, amongst other services.
- 5.) CAL-SOAP: The CAL-SOAP program provides information about postsecondary education and financial aid to high school students while raising their academic achievement levels. Requirements include that students are from the following background: low income families, families in which they would be the first to attend college, schools with documented low eligibility or college participation rates or geographic areas with documented low eligibility or college participation rates.
- 6.) Imperial Valley College: IVC offers dual enrollment classes for students enrolled in grades 10-12. (U.S. History, Psychology, Communications, and Counseling)
- 7.) Military Recruiters: Representatives of all military branches present to our senior classes throughout the year.

Internal Support Services: Southwest High School offers a wide variety of support services that target multiple subgroups with the objective of increasing academic achievement.

1. English Language Learners:
 - ELD Courses: The English Language Development Courses are offered to new comers who have been in the U.S. for less than two years. They offer tutoring services for students struggling with coursework.
 - SAIL: The Supporting Academic Instruction and Language Course targets students who scored 2 in the English Language Proficiency Assessments for California (ELPAC). Students are co-enrolled in a regular English Sheltered Class.
 - ALAS: The Academic Language and Support Course targets students who score 3 and 4 in the English Language Proficiency Assessments for California (ELPAC.) Students are co-enrolled in a regular English class.
 - English Learner Re-designation Criteria (See Below)
2. At Risk /Foster Youth/Homeless Students:
 - SAS Program: Support for Academic Support targets students falling behind in credits. The class provides study and organization skills, academic support, and opportunity to visit colleges and universities.
 - AMAS: The Additional Mathematics and Support class targets students who have failed Algebra 1 and Geometry. Students are co-enrolled in a regular Algebra 1 and Geometry class for extra support.
 - COSA: The counselor on special assignment provides academic, behavioral, and emotional support to At Risk /Foster Youth/Homeless Students. She oversees the SAS program and the afterschool library tutoring.
 - Summer Connection Academy: This academy targets social promotes from our all our feeder schools and provides incoming freshmen an opportunity to enroll in our summer program. During this summer session they are enrolled in both English and Math courses. They also receive additional resources to help them transition into high school; these include information on athletics, clubs, activities, course requirements, and programs overview.
3. Migrant:
 - Cyber High: A-G approved online courses available during the school year and during summer sessions.
 - Work-Keys-Curriculum: The Migrant Program offers the ACT WorkKeys Curriculum online training. This helps students build the essential career-relevant skills needed for learning, personal development and effective job performance. Students who complete this course will receive the National Career Readiness Certificate. In conjunction with this course students must participate in the Migrant Work Study program where they are employed with a local business and gain work skills.
 - MAPS Class: This course targets migrant students in need of academic support.
4. Special Education:
 - TIPS: The Teaching Individual Positive Skills course targets students with special needs to support their academic achievement and social/emotional needs.
5. General Population
 - AVID- Advancement Via Individual Determination: The AVID Program provides guidance for college planning to first generation students to attend college. They provide college age tutors twice a week and peer tutoring during advisory period.
 - International Baccalaureate/ Advanced Placement: These programs offer Saturday Study Sessions to all participants. IB Students also receive additional support during advisory period with their core teachers.

- Get Focused Stay Focused: This program consist of three interrelated components:
 - Students complete a semester or year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.
 - The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching.
 - During the 10th, 11th, and 12th grades students they update their 10-year plans as they take a series of follow-up instructional modules that helps them expand their career and education options and learn the process for selecting and applying to post-secondary education and identifying the skills needed in the workforce.
- Walk-in Afterschool Tutoring: SHS provides tutoring in English and Math with two certificated staff members.
- Cram Sessions: We offer after hours cram sessions prior to semester finals in our library, all students are welcome to attend. Certificated and Classified Staff provides support for all core subjects.
- Reteach, Retake, Replace: Teachers provide students with an opportunity to attend tutoring, retake a test, and replace their grade if they improve (number of sessions TBA)
- School Psychologist: One full time staff member to offer social/emotional support to all students.
- Afterhours Counselor to support working parents
- Parent workshops on college and career planning
- In-Class Presentations to promote current programs and services.

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 other students stay afterhours for walk-in tutoring or extra-curricular activities. Providing transportation allows them to stay.
Use of Title 1 lab in library to run cram-sessions, tutoring sessions, and other support services that support college and career planning.	The Student Academic Success classes and support programs use the Title 1 lab to focus on research and gain technology skills. Students were successful in completing assignments for other classes thus improving their grades and increased college and career planning.
Purchase of CCSS aligned materials and supplies for all core subjects.	Departments increased project based learning strategies and hands on learning opportunities for students. During learning walks we observed an increase in group work, science labs, and group analysis of documents using materials we purchased.
Articulation with feeder schools (math)	Administrators and counselors attend and provide outline of Math requirements and placement testing.
AVID Tutors	Students are very receptive to other adults who are not their teachers. Students who benefitted from AVID tutors raised their overall grade.
Title 1 Night	Increase in parent awareness of programs and services available to them.
Counseling holds multiple parent meetings	Increase in parent awareness and involvement.
Parent meeting focusing EL and AVID Students.	Increase in parent awareness and involvement. Highly attended by parents, overview of services.
Credit Recovery Program (E-20-20)	All students enrolled completed at least one course. Increased

	student GPA and returned students to be on track for graduation.
Summer Connection Program (summer bridge for incoming 9th grade students considered social promotes.	All of our feeder schools participated. Participants received Math and English support courses where they earned 5 high school level elective credits.
Counselor on Special Assignment conducts meetings with parents whose students are at-risk and foster youth.	Increase in parent awareness and involvement, overview of support services.
Use Loop System to contact parents	Increase in teacher-parent contacts as demonstrated by Loop System reports.
Provide teachers with time for curriculum planning	Increase in teachers' understanding of CCSS curriculum development. Increase in project based learning, document based questions across core subjects.
Use of substitutes to allow teachers to attend conferences, parent meetings, etc.	Increase in parent-teacher contact and teacher subject competence. Social Studies teachers and Science teachers attended training to gain knowledge of new framework requirements.

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 Reteach-Retake-Replace program offered throughout the school year for multiple subjects in one session	Offering students an opportunity to change their grade for assignments throughout the year was unsuccessful; we did not have any interest by students nor staff. No sessions were offered due to lack of student participants. We will modify this system to allow students to change a semester grade at the end of 1 st semester and over the summer for 2 nd semester grades. We must develop a systematic way of implementation that targets Math and English.
Three Periods of Intervention Program: Teacher on Special Assignment (TOSA) released 1 period to coordinate and oversee program. 3 Teachers on an overload to teach a credit barring 8 th period course for students who are behind in credits and failing multiple courses.	The program was intended to provide academic support for at risk students. An intervention coordinator (TOSA) should have been monitoring their academic progress. A TOSA was not hired and we were not implemented properly

Which activities should be continued?

- a. All the activities mentioned in the successful list will continue.
- b. We will continue with our Library Tutoring Sessions; 2 Certificated Teachers (one Math and English), and three certificated tutors to provide walk-in tutoring for students. Students will be referred by Teachers, Counselors, and by the Student Success Team.
- c. Algebra 1 content team will meet regularly, analyze data to determine which standards to reteach, develop units and tests, and which students should attend. We will modify this service by creating a more systematic way of identifying students and providing support services: Saturday Skills Sessions, Re-Teach, Re-Take, Replace.
- d. Continue using Loop System as our communication system to reach parents. However, we will add the texting option or seek other programs that support text messaging. This feature will allow parents to receive messages as a text message in lieu of a phone call.
- e. We will continue full implementation of our AVID and ELD Programs, we will continue to provide all of their supplemental materials and supplies, and provide substitutes for collaboration and parent meetings.

Which activities should be discontinued?

- a. We will reduce the number of hours offered as an afterschool RRR, make required modifications improvements are not made will remove it completely for next school year.
- b. Saturday Bootcamps for Standardized Testing
- c. Math Saturday Skills Sessions will be modified to be scheduled in conjunction with Saturday School

Most Recent School Wide Data

Equity Report

Southwest High - Imperial County

List of all schools in this district

Enrollment: 2,063 Socioeconomically Disadvantaged: 73% English Learners: 27% Foster Youth: 0%

Dashboard Release:

Grade Span: 9-12 Charter School: No

Spring 2017 ▼

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	1
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		5	0
College/Career (9-12) <small>Select for one year of available data</small>	N/A	N/A	N/A

Performance Levels:

- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Southwest High - Imperial County

List of all schools in this district

Enrollment: 2,063 Socioeconomically Disadvantaged: 73% English Learners: 27% Foster Youth: 0%

Dashboard Release:

Grade Span: 9-12 Charter School: No

Spring 2017 ▼

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	409	19.2 points above level 3	+19.2 points
Mathematics (Grade 11)	402	60.9 points below level 3	+32 points

Performance Levels:

- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Southwest High - Imperial County

List of all schools in this district

Enrollment: 2,063 Socioeconomically Disadvantaged: 73% English Learners: 27% Foster Youth: 0%

Dashboard Release:

Grade Span: 9-12 Charter School: No

Spring 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		464	High 92%	Increased +2.5%
<u>English Learners</u>		147	Medium 86.4%	Maintained -0.3%
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		361	High 92.2%	Increased +3.7%
<u>Students with Disabilities</u>		50	High 92%	Increased Significantly +6.8%
<u>African American</u>		2	*	*
<u>American Indian</u>		0	*	*
<u>Asian</u>		16	High 93.8%	Increased +1.9%
<u>Filipino</u>		0	*	*
<u>Hispanic</u>		408	High 91.9%	Increased +2.5%
<u>Pacific Islander</u>		1	*	*
<u>Two or More Races</u>		0	*	*
<u>White</u>		37	High 91.9%	Increased +2.5%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	35.5%

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	61%	61%	62%	61%	48%	48%
Mathematics (grades 3-8 and 11)	31%	28%	28%	26%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Detailed Report

Southwest High - Imperial County

List of all schools in this district

Enrollment: 2,063 Socioeconomically Disadvantaged: 73% English Learners: 27% Foster Youth: 0%

Dashboard Release:


Grade Span: 9-12 Charter School: No

Spring 2017

Equity Report Status and Change Report Detailed Report Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance






State Indicators	All Students Performance	Status	Change
<u>English Learner Progress (1-12)</u>		High 77.8%	Increased +3.1%
Other State Measures	Number of Students	Status	Change
English Language Arts (Grade 11)	409	19.2 points above level 3	+19.2 points
Mathematics (Grade 11)	402	60.9 points below level 3	+32 points

The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
454	Prepared	127	28.0%
	Approaching Prepared	147	32.4%
	Not Prepared	180	39.6%

More detailed information regarding the criteria for the three CCI performance levels can be obtained at the California Department of Education Web page at <http://www.cde.ca.gov/ta/ac/cm/cci.asp>.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.1%	3.9%	3.3%	4.4%	4.2%	4.3%	3.8%	3.7%	3.7%
Expulsions	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspension Rate Report

Southwest High - Imperial County

List of all schools in this district

Enrollment: 2,063 Socioeconomically Disadvantaged: 73% English Learners: 27% Foster Youth: 0%

Dashboard Release:

Grade Span: 9-12 Charter School: No

Spring 2017

- Equity Report
- Status and Change Report
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This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		2,179	Medium 3.1%	Declined -1.3%
<u>English Learners</u>		509	Medium 5.7%	Declined Significantly -4.1%
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		1,565	Medium 2.5%	Declined -1.4%
<u>Students with Disabilities</u>		189	Very High 10.1%	Declined -0.8%
<u>African American</u>		11	Very Low 0%	Declined Significantly -6.3%
<u>American Indian</u>		3	*	*
<u>Asian</u>		46	Very Low 0%	Maintained 0%
<u>Filipino</u>		0	*	*
<u>Hispanic</u>		1,982	Medium 3.1%	Declined -1.3%
<u>Pacific Islander</u>		3	*	*
<u>Two or More Races</u>		1	*	*
<u>White</u>		132	Medium 3%	Declined -1.7%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Centralized Services for Planned Improvements in Student Performance

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

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

District Support Services	Based on Preliminary Budget 2017-2018
Title I	\$431,196 + 64,680 (carryover)= \$ 495,876
Title II Teacher	\$64,000 + 38,889 (carryover)= \$102,889
Title III	\$48,200
LCFF	\$2,367,080 + 910,000 (library upgrade)= \$ 3,277,080

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

- Work 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.
- Coordinate 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.
- Assist principals in assuring staff obtain appropriate training and certification (CTEL, BCLAD, and SDAIE). Provide coordination and support for the English Learner Program.
- Conduct annual review of Special Programs and prepare report.
- Maintain 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.
- Administer Regional Occupation Program and prepares and submits ROP course proposals.
- Assist with budget preparation and monitors site level expenditures.
- Work 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.

Programs Included in this Plan

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

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

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 431,196
<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).	\$4,311.96
<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)	\$4,311.96
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 64,000
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students - Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 48,200
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program -Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input checked="" type="checkbox"/>	Career Technical Education Purpose: Support vocational classes in education	\$ 57,000
<input checked="" type="checkbox"/>	Other federal funds (Migrant Program Services)	\$249,573
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$ 849,969

School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Community Member	Secondary Student
Matt Phillips	<input checked="" type="checkbox"/>	<input 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"/>
Cindy Garcia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrea Corella	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Burt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Deol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lydia Robles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dennis Van Asche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diana Leon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Beatriz Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Melissa Flores	<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: Francisco Villasenor (alternate teacher), Jenina Marquez (alternate student) and Magnolia Martinez (Facilitator).

¹ EC Section 52852

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:

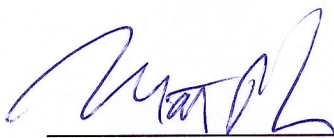
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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): AVID Program, SACHS ACADEMY

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:

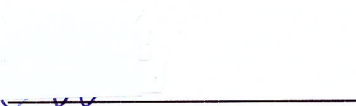
Matt Phillips



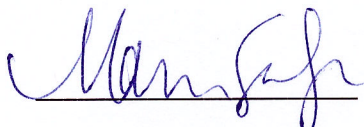
Signature of School Principal

5-14-18

Date



Marissa Solorzano



Signature of SSC Chairperson

5/14/18

Date

WASC Recommendations

School Wide Critical Areas for Follow Up

1. Southwest High School staff should continue to further their efforts to effectively communicate with all stakeholders regarding expectations, courses, pathway offerings, intervention and support structures.
2. Southwest High School should continue to use and expand common formative assessment data in all subject areas to drive instruction and learning in the classroom in order for all Teachers to implement research based instructional practices.
3. Southwest High School should refine its methods to utilize and analyze multiple measures of data to identify student needs when creating systems of support for students. SHS also needs to systematically evaluate the effectiveness of programs/systems of support in order to refine and modify as needed to support student growth.
4. Southwest High school Stakeholders need to align the WASC report, LCAP goals, SPSA goals and SLO's to district mission and vision statements, as well as classroom practices and student needs.

Organization

1. We need to continue to expand our efforts to contact and communicate with stakeholders in the community including parents, caregivers, business professionals and community service organizations.
2. We need to improve our efforts to publicize all curricular and co-curricular opportunities available at Southwest High School.
3. We need to continue to reach out to underrepresented groups in our school and community to include more voices in shared decision-making.
4. We need to continue to upgrade and modernize our facilities including building infrastructure, security and alarms systems and educational technology.

Curriculum

1. We need to continue to adapt our mathematics courses to better serve our incoming freshmen who are transitioning from an integrated curriculum to our AGA course progression.
2. We need to provide more information about coursework, graduation and A-G requirements to all of Southwest's feeder schools. Our district has been working on connecting with the feeder school districts for curriculum articulation as well.
3. We are aware of the need to expand curricular offerings for the general student population as well as our academies, CTE, AP and IB programs.
4. We recognize the need to update and expand the resources in our media center to better support the CCSS requirements in ELA and social science.
5. Both parents and students expressed a wish for more events like Career Day, which happens only every other year.

Instruction

1.The faculty needs further instruction on how to use the AERIES Communication resource in order to increase the level of communication with parents and students;

2.SHS recognizes the need to incorporate more technology in instruction and the need to upgrade our infrastructure to support this.

3. To allow for a smoother start to our semesters SHS recognize the need to rectify scheduling issues in a timely manner (hopefully within the first two weeks)

4.SHS recognizes the need to expand curricular offerings for all segments of its student population

5.Increase ability for students to access school work via technology from off-campus as needed to maintain workflow.

Assessment and Accountability

1.Faculty at SHS needs training on how to analyze and interpret data and modify instruction to enhance teaching and learning.

2.The school needs to continue to use CFA data in all subjects to drive instruction and learning in the classroom in order for all teachers to implement research-based instructional practices.

3.The school needs to utilize and analyze multiple measures of data to identify needs when creating systems of support for students. SHS needs to systematically evaluate the effectiveness of these systems to refine and modify as needed to support student growth.

Culture

1.To continue to grow, develop, and maintain, a culture of acceptance and tolerance for all stakeholders on campus (students, staff, parents / community) as more under-represented groups are self-identified and protected under evolving federal and state legislation.

2.Explore additional processes that allow opportunities for stakeholders to contribute in the development of a system that addresses student attendance issues, primarily for those students who are habitually absent or stop attending school (survey all shareholders, committees, SRO)

3. Develop a system with the ability to measure the effectiveness of intervention services / programs for targeted students to determine whether some existing programs should continue and/or if new services / programs need to be implemented.

Single Site Plan for Student Achievement 2018-2019 Published 2018

LCAP GOAL	District Goal#1: Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate. District Goal#3 - Implement the Common Core State Standards (CCSS) across all content areas.
SPSA GOAL	Site Goal #1: Improve instruction and student learning with high levels of rigor, to ensure that all students receive quality first instruction towards mastery of California Standards in ELA/ELD, Math, Science, History/Social Science, World Languages, Physical Education, Fine Arts, and CTE with a focus on reading and writing.
WASC	Recommendation by Visiting Committee 2018 (areas of focus): #2. Southwest High School should continue to use and expand common formative assessment data in all subject areas to drive instruction and learning in the classroom in order for all Teachers to implement research based instructional practices. #3 Southwest High School should refine its methods to utilize and analyze multiple measures of data to identify student needs when creating systems of support for students. SHS also needs to systematically evaluate the effectiveness of programs/systems of support in order to refine and modify as needed to support student growth.
Data Used to identify areas of need: CAASPP/SBAC Scores, CELDT Scores, D/F Classroom grades at semesters, parent survey, student survey, staff survey, tutoring attendance sheets, California Dashboard information (attendance rates, suspension rates, college and career readiness rates, A-G completion rates).	
Identified Areas of Need: Math CAASPP Scores for students meeting or exceeding State Standards have decreased from 31% to 28%. English Language Arts have shown no improvement, remaining at 61% for two consecutive years. English Language Learners are a subgroup with the lowest proficiency numbers in the CAASPP; this subgroup also has the lowest graduation rate. Our A- G Completion rate increased from 32% to 35% in 2016-2017 but it does not meet our desired outcomes. Students identified a need for college and career planning resources. Students not meeting mastery on competencies who are referred to afterschool tutorials do not attend continuously. We had 89 reclassified freshmen for the 2017-2018 school year. 35% of Algebra 1 students earn a D or an F first semester of 2017-2018. 27% of English 9 students earned a D or an F first semester of 2017-2018. Increase Formative and Summative analysis to drive instruction is not followed with fidelity. Staff has requested an increase in supplemental materials for all core classrooms to ensure high levels of rigor. We have a high demand for professional development across all core subjects that include: Instructional Technology Strategies, mathematical mindsets training, new framework training for Social Studies and Science, and ARIES Training for all counselors and office staff. He must provide CAASPP practice/review materials for all core subjects.	
Measurable Outcomes: With a focus on improving academic achievement, we will evaluate progress by collecting data from the following: semester grades, learning walks to identify instructional deficiencies to provide support, CAASPP Results to evaluate student progress. We will improve our CAASPP Score by 5% in both English and Math. Decrease the number of students failing English 9 and Algebra 1 by 5% each semester. Reduce number of reclassified Freshmen and Sophomores by 2%. Reduce the number of D's and F's in all core areas to by 5% . A-G completion rates will improve by 10%. We will increase the number of students attending afterschool tutoring by 20%. We increase our classroom presentations to reach all 9th grade students and promote a college and career going culture on our campus.	

2017-18 Site Actions/Services	Curriculum and Instruction		
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1.1.	<p>Library support services provided for all students to increase access to reading materials, research opportunities, college and career planning, and provide academic support in all subject areas.</p> <p>a - Library Lab (Title I Lab) provided for all students to research, complete work, print, in a safe environment. b - Hi/low reading materials for library. c - Library software for catalogue system and circulation fees (Worldbook encyclopedia(1,400) Follet Circulation Fees (1,000) d - Librarian to attend CSLA Conference. e - Library open afterhours for all students. f -Purchase Cengage Data System to support student research resources.</p>	a. Staff	\$1,000.00
		b. Librarian	\$3,000.00
		c. Librarian	\$2,400.00
		d. Librarian	\$1,500.00
		e.COSA	\$1,000.00
		f.lib.	\$3,900
1.2.	<p>Provide supplemental services/materials to special programs to improve academic support services</p> <p>a - Purchase Agendas for: 9th grade Students (575), Migrant MAPS and Work Study Students (75) and TIPS Courses (80) b - Program Improvement Resource Teacher (PIRT) c - Guidance Support Specialist to support student services and enhance parent involvement d - In-class Tutors for Math and Tips Courses , headsets to support listening and speaking activities. e - Offer Parent and Student Workshops f - Math Department will require that students in lower level courses create innovative projects, math portfolios, and notebooks.</p>		
		a. PIRT	\$2,000.00
		b. Admin	\$65,586.00
		c. Admin	\$41,355
		d. Admin	\$22,007.00
		e. PIRT/admin	\$1,584.80
f. Dep. Chair	\$1,000.00		
1.3.	<p>Improve Support Services to improve assessments, literacy, writing</p> <p>a - Literacy Instructional Coach will work with English and Social Studies Department on literacy instructional strategies b - All new teachers attend monthly meetings with Instructional Coaches where instructional strategies are shared. c - English Teacher meet on collaboration Wednesdays to analyze common assessments d - Encourage Students who are above average in both Spanish to apply for the Seal of Biliteracy Certification upon graduation. e - Students not mastering ELA Standards are identified by teachers and COSA and referred to afterschool tutoring.</p>		
		a.Ins. Coach	\$3,365.71
		b.Ins. Coach	\$1,500.00
		c.Admin	\$0.00
		d.Admin	\$0.00
		e. Admin & Teachers	\$0.00
f. Teachers	\$3,402.63		

	f - Core subjects will use pull-out days to create, revise, analyze common writing assignments as needed.(24 sub days) g - EADMS Program used to administer common assessments and analyze data.(paid every 3 years, due 2018-2019) h. Turn-it-in Program used to enhance student writing skills and monitor plagiarism.	g. admin h. Teachers	\$0.00 \$15,000.00
1.4.	Provide materials and support for the implementation of common core standards and standardized testing a - All core subject implement Common Core and Project Based Learning Strategies, to enhance rigor in the classroom. Manipulatives, aprons, goggles for science supplemental materials. b - Teachers will be given an opportunity to attend professional development training on project based learning and other trainings offered at ICOE focusing on assessments and standardized testing. c - Call content teams will meet monthly during collaborative Wednesdays to plan and analyze common assessments. d - Provide materials and support for all mandated testing, student course placement, and management of computer lab support with a Lab Center Aide e - Science will increase the use of Labs and hands on projects to support the implementation of the new NGSS Science Standards (increase funds in LCAP 8,000) f - Purchase EADMS Program 3 year license (renew in two years 9,000) to continue to input and review common assessment data across all core subjects.	a.Dep. Chairs b. Admin d. Admin e. Dep. Chair f. Admin	\$20,000.00 \$51,206.01 \$8,000.00 \$9,000.00
1.5.	Provide materials and support for Fine Arts and SAVAPA Academy courses to increase levels of engagement for all students. a - Add a Mariachi and Electronic Music Course as electives, provide supplemental materials for instruction. b - Increase enrollment in Art Courses, increase promotion and recruitment for SAVAPA ART. (materials) c - Increase number of students in Band, Jazz, Orchestra, purchase new music, and repair old instruments. d - Promote SAVAPA Academy to our at risk students in 9th grade. Make classroom presentations.	a. teacher b. teachers c. Teachers d. Counselors	\$6,000.00 \$3,000.00 \$4,000.00 \$0.00
1.6.	Offer targeted Professional Development to our staff that leads to modification of instruction and teaching practices. a - Instructional Coaches will work with targeted groups of teachers to support implementation of data based instructional strategies. The following District Coaches are available Math, Literacy, and Technology (subs and hourly pay as needed) b - Identify teachers with low success rate to provided targeted training and instructional support. c - Support teachers with effective integration of technology in the classroom through established Teacher Cohorts. (10 teachers every semester)	a. Coaches b. Admin c. Coaches d. Admin e. Admin	\$0.00 \$1,606.00 \$6,053.69 \$6,103.00 \$3,985.00

	<p>d - ELD Teachers attend our multiple training sessions at ICOE to enhance their instructional practices</p> <p>e - Science Teachers will attend NGSS Training to apply new instructional requirements in the classroom.</p> <p>f - Social Studies teachers will participate in curriculum development sessions to identify innovative instructional practices in the classroom that align to their new Framework.</p> <p>g - BTSa induction program teachers will attend multiple training sessions,</p> <p>h - BTSa Support Providers paired with induction participants to monitor their progress (stipends)</p> <p>i - Curriculum and assessment team leads from core subject to attend training and hold collaboration meetings (SSCAT, SCICAT, MCAT, ECAT)</p> <p>j -Health Teachers will attend to trainings that include new health topics such as HIV, AIDS, STD's, Human Trafficking, etc..</p> <p>k - Professional Development, teachers attend site based professional development on research based effective instructional strategies, data analysis, classroom management, etc... with our District Coaches.</p> <p>l - Summer work hours for curriculum development in core subjects</p> <p>m - Math Teachers to attend Joe Boaler Training (Mathematical Mindsets)</p> <p>n - Ongoing Site Training on Aries, Loop System of Communication, Turn-It-In, Get Focused Stay Focused, PBIS, Hatching Results (Counseling), and other schoolwide implemented programs.</p>	<p>f. Admin</p> <p>g. Admin</p> <p>h. Admin</p> <p>i. Admin</p> <p>j. Admin</p> <p>k. Admin</p> <p>l. Admin</p> <p>m. admin</p>	<p>\$3,985.00</p> <p>\$9,000.00</p> <p>\$28,227.00</p> <p>\$9,747.52</p> <p>\$1,540.00</p> <p>\$0.00</p> <p>\$10,089.00</p> <p>\$2,500.00</p>
	Guidance and Support Services:		
1.7	<p>a - Guidance Support Specialist (GSS) and Representatives from IVROP will increase the number of in-class presentations to inform students of our current programs and provide college and career planning support</p> <p>b. College and Career Center will be a hub for Support Service Programs during the regular school day (EAOP, Talent Search, Upward Bound, IVROP)</p>	<p>b. PIRT/ADMIN</p>	<p>\$2,000.00</p>
1.8	Support Services For English Learners:		
	<p>a - Collect and analyze summative and formative assessments for EL students during collaboration Wednesdays.</p> <p>b - Identify EL students with low scores in the ELPAC Test and assign them to our English Support Course or our Math Support Course.(ALAS, SAIL, AMAS)</p> <p>c - Provide Certificated Tutors in EL courses to support struggling students</p> <p>d - Programs and supplies to support literacy instruction and language acquisition.(Read 180, Newsella, headsets)</p> <p>e - Implement Accelerated language Program to support EL students.</p> <p>f - Hire support staff: testing clerk and program assistant (Zevada)</p> <p>g - EL Program Director will share EL Strategies throughout the year. (Tool-Kit)</p> <p>h - EL Certificated Tutors afterschool 3 days a week</p> <p>j. Stipends for SB and Bilingual Teachers</p>	<p>a. EL Director</p> <p>b. EL Director</p> <p>c. EL Director</p> <p>d. EL Director</p> <p>e. EL Director</p> <p>f. EL Director</p> <p>g.EL Director</p> <p>h. EL Director</p> <p>j. Admin</p>	<p>\$8,500.00</p> <p>\$24,807.00</p> <p>\$4,320.00</p> <p>\$23,500.00</p>
1.9	Provide updated technology in classrooms for student and teacher use that supports implementation of CCSS Instructional Strategies.	<p>a. admin</p>	<p>\$36,700.00</p>

<p>a - Purchase Carts on Wheels (COWS) 3 additional COWS for our SAIL/ALAS Courses.</p> <p>b - Kindles are checked out to all students enrolled in English 12, IB English and IB Spanish to support literacy in and outside the classroom.</p> <p>c - Upgrade/upgrade instructional technology (computers, elmos, projectors, tablets)</p> <p>d - Provide materials and supplies to support the use of technology in the classroom (printers, Chromecast, ink, speakers, headsets)</p> <p>e - Academic Instructional Coach will work with our staff to implement new technology Strategies in the classroom.</p> <p>f - Purchase replacement graphing calculators for math courses.</p>	b.library clerk	\$0.00
	c. PIRT	\$55,000.00
	d. PIRT	\$25,000.00
	e. Admin	\$39,832.97
	f. Dep. Chair	\$3,600.00

2017-18 Site Actions/Services Intervention and Support Services

<p>2.1 Implement multi-tiered levels of interventions for at risk students, providing additional academic support for students through integrated and extended day/week/year interventions.</p> <p>a - Offer walk-in Tutoring sessions for English and Math with a Certificated (3 days, 33 weeks)</p> <p>b - Classified College-Age Tutors hired to provide support for afterschool walk-in tutoring and our TIPs Courses.</p> <p>c - In-Class Algebra 1 Tutors provide student with support in all Math Classes. (LCAP)</p> <p>d -Reteach, retake, replace system offered to students in English and Math who earned a D or an F 1st semester. Teachers will target clusters of students for 3 two week sessions.</p> <p>e - Saturday Sessions to re-teach Math skills for students failing Algebra 1. (2 teachers, 4 days, 3 hour each)</p> <p>f - Offer an Additional Mathematics and Support Class (AMAS) to target students who have failed Algebra 1 and Geometry. Students are co-enrolled in Algebra 1 and Geometry.</p> <p>g - Increase the number of Credit Recover Courses (E-2020) to include afterschool hours (4 days, 38 weeks) and during the regular school days and 142 hours during summer to support students falling behind in credits.</p> <p>h -Create a schoolwide tutoring schedule, to be made available on line and in all classrooms. Will include hours of availability from all teachers.</p> <p>i - Administrative Team and Counselor on Special Assignment (COSA) will identify students falling behind in credits to refer them to one of our support services or programs.</p> <p>j - Administrative Team along with school site council members and our new leadership team will analyze the effectiveness of program during monthly meetings to ensure that adequate support services are provided for at risk students.</p>	a. PIRT/COSA	\$9,512.94
	b. PIRT	\$7,130.13
	c. PIRT	\$22,447.00
	d. Dep.Chair	\$1,729.83
	e. Dep. Chair	\$1,537.00
	f. Dep. Chair	\$0.00
	g.Admin	\$13,221.00
	h.COSA	\$0.00
	i. COSA	\$0.00
	j. Admin	\$0.00
	<p>2.2 Provide supplemental services/materials for English Language Learner Program</p> <p>a - Provide a Supporting Academic Instruction and Language Course (SAIL) for students who scored 2 in the English Language Proficiency Assessment (ELPAC). Students are co-enrolled in a sheltered English Course</p>	a. EL Coord
b. EL Coord		\$0.00

	<p>b - Provide an Academic Language and Support (ALAS) Course to target students who scored a 3 or 4 in the ELPAC.</p> <p>c - Continue to reevaluate re-designation criteria with the leadership team to determine required modifications and areas of growth.</p> <p>d - Offer in class Aides, and after school tutoring for students in ELD courses who are struggling with academics. (amounts listed in goal 1)</p> <p>e - EL Teachers share best practices with other content teams.</p> <p>f - Quarterly Parent meetings offer resources and support. (materials listed in goal 3)</p> <p>g - Collaboration time for EL Program Teachers (Subs listed in goal 1).</p>	<p>c. Admin \$0.00</p> <p>d. EL Coord. \$0.00</p> <p>e.Admin \$0.00</p> <p>f. El Director \$0.00</p>
2.3	<p>Provide supplemental services/materials for Special Education Program</p> <p>a - In-Class tutors to support students in TIPS Courses.(listed in goal 2.1)</p> <p>b - Purchase Fidgets to support students with ADHD.</p> <p>c - Pull out days for SPED Teachers to participate in intervention planning.</p> <p>d - Differentiated instruction supplemental materials and supplies, manipulatives</p> <p>e- Provide modified PE courses with supplemental instructional materials</p>	<p>e . SPED \$2000.00</p> <p>a.Admin \$0.00</p> <p>b.Dep. Chair \$1,000.00</p> <p>c.Dep Chair \$1,485.44</p> <p>d.Dep Chair \$500.00</p>
2.4	<p>Provide supplemental services/materials for Homeless and Foster Youth</p> <p>a - Counselor on special assignment will provide behavioral and emotional support as well as academic support for our at risk population</p> <p>b - Provide toiletries, backpacks and other personal items for homeless and foster youth when needed.</p> <p>c - Offer a visit to our IVC and SDSU Calxico Campus to college bound homeless and foster youth.</p> <p>d. Postage for any Title I program announcements.</p>	<p>d. PIRT \$2000.00</p> <p>a.COSA \$0.00</p> <p>b. COSA \$2,000.00</p> <p>c. COSA \$1,000.00</p>
2.5	<p>Counselors finalize their Multi-tiered System of Support to provide services to students</p> <p>a - COSA will Provide Intensive Interventions, Group Counseling, Behavioral and Emotional Support, adopt the Overcoming Obstacles Curriculum for at Risk Students and Foster Youth, and 5th year Seniors.</p> <p>b - Provide an after-hours Counselor to parents who need to meet after work. Service offered only during peak seasons and by appointments only. (40 hours)</p> <p>c - Increase In-Class Presentations on A-G completion, graduation requirements, programs offered at SHS, etc.</p> <p>d - Maintain a Calendar with all of the presentation and meeting dates on our school website.</p> <p>e - COSA will monitor academic progress of 9th and 10th grade Students who fail more than two courses 1st semester and offer support services.</p>	<p>a.COSA \$0.00</p> <p>b. Dep. Chair \$1,961.81</p> <p>c. Counselors \$0.00</p> <p>d.GSS \$0.00</p> <p>e.COSA \$0.00</p>
2.6	<p>Improve our A-G Completion Rates, and reduce number of reclassified 9th and 10th grade students.</p> <p>a - Begin Pre-Student Success Team Meeting with students in 9th and 10th grade who are failing more than 2 classes by the end of 1st semester. Schedule meetings with parent and students, send letters home, and offer them support services. Students will be asked to share their 10 year plan during this meeting.</p> <p>b - Identify 9th and 10th grade students in Algebra 1 that need to improve basic math skills. Offer Saturday Skill Sessions in</p>	<p>a.PIRT/Admin \$0.00</p> <p>b.COSA \$0.00</p> <p>c.Admin \$18,258.00</p>

conjunction with Saturday School Sessions. (listed in goal 2.1) c - Summer Connection Program offers early intervention for incoming 9th grade students identified as social promotions. Student will take 1 English and 2 Math course and receive elective high school credit the summer prior to 9th grade d-Summer Credit Recovery Course available to students falling behind in credits (amount in goal 2.1) e - Reteach-Retak-Replace Summer School Sessions that allow students to improve their semester grades(Eng 9, Alg1, Geom f - Geometry Readiness Academy created so more students are geometry ready, a series of ten, one hour sessions available to all of our feederschools to prepare them for 9th grade enrollment.	e.Admin	\$20,467.24
	f. Admin	\$1,153.08

2017-18 Site Actions/Services

Climate and Culture

3.1 Increase parent participation by providing a supportive environment for parents a -Parent Center available for parents to have access to college and career planning, gain information about community resources. Computers, printers, scanners, copy machines, and other tech equipment available for parent use. b - Provide parent trainings/workshops with in-house and outside organizations (topics will vary) c - Offer College and Career Planning meetings for parents and students. d - Increase school wide parent outreach via Aries Loop Communication System (email, txt, phone) e - Continue with Parent Social Media Outreach: Facebook updates with current events f - Host a School Wide Events such as Back to school night, Title I Night, and School Site Council Meetings. g - All of our major groups and programs host parent nights (Healthy Habits Night, SPED Parent Meetings, EL Program Parent Meetings, SAVAPA, FFA) h - Increase advertisement of school events via ASB Group, posters videos, and social media. i - Utilize poster maker to advertise and support schoolwide events. j - Families with parents who only speak Spanish will continue to stay informed and involved in school sponsored meetings and events with translation and interpretation services provided.	a. Admin	\$0.00	
	b. Admin	\$1,953.08	
	c. Dep. Chair	\$0.00	
	d. Dep. Chair	\$7,686.00	
	e. Dep. Chair	\$0.00	
	f. Pirt	\$1,000.00	
	g. Dep. Lead	\$4,000.00	
	h. ASB Dir.	\$2,000.00	
	i. GSS	\$2,000.00	
	j. Admin	\$350.00	
	k. Admin	\$7,686.00	
	3.2. Improve Schoolwide Student Motivation to support student learning. a - Implement School wide celebration of academic competitions, dean's list, honor roll, most improved, perfect attendance, athlete of the month. b - Student Groups such as AVID, ASB, Link Crew visit classrooms during advisory to inform students of programs and services.	a.Admin	\$6,000.00
		d. Dep. Chair	\$824.30

	c - Teachers use advisory period to provide academic support and enrichment activities. d - Students will participate in the Imperial College Math Festival		
3.3.	Professional Development the promotes a positive school climate a - Site will provide customer service training for office staff related to creating a positive school environment, scheduled during working hours b - Link Crew Training for Students offered at Imperial High School to continue with 9th grade transition and support. c - Loop System of Communication Training for leaders of all major programs to increase parent communication. d - Instructional Coaches meet with new teachers once a month to provide instructional strategies and support.(Goal 1) e- Learning walks are led by our Instructional Coaches. Multiple groups of teachers participate to reflect on effective instructional practices.	a.Ins. Coach	\$0.00
		b.Link Adv.	\$2,000.00
		c.Admin	\$0.00
		d.Ins. Coach	\$0.00
		e.Ins. Coach	\$3,904.00
3.4	9th Grade Transition Support System a - Link Crew Training for students offered at Imperial High with the Boomerang Project to continue with 9th grade transition support. (listed in goal 3.3) b - ASB, Link Crew and AVID Students will present in 9th Grade Classrooms about multiple topics related to becoming successful in High School and College and Career Planning. c - Link Crew will host a 9th Grade Freshmen Orientation during the summer and multiple team building activities throughout the year. (materials) d - Link Crew advisor extra hours to plan and carryout link crew activities (50 hours)	a.Link Adv.	\$0.00
		b. Admin	\$1,000.00
		c. Link Adv.	\$2,000.00
		d.Link Adv.	\$2,402.26
3.5	Schoolwide and Special Program Parent Meetings are required to hold regular meetings with parents to inform parents of student progress and components of the programs we offer. a. - The English Language Advisory Committee (ELAC) meetings are to be held every quarter, ELAC parents must select/elect officers for their site committee as well as a District English Learner Advisory Committee (DELAC). The goal of these meetings is to offer services and support for parents. (subs required) b- The Migrant Program holds meetings once a semester; the program director is available to meet with parents twice a week to provide support for parents and students. c - The AVID Program offers semester meetings, as well as an end of the year recognition ceremony. (Funding in goal 4) d - Our Site host a welcome back parent night where parents have an opportunity to meet all of their student's teachers and our support staff. e - During our Title I Parent Night we provide resources and showcase our Special Programs and Academies. Parents can come out and request tutoring, or support with any of our resources and programs. Councilors and administrators are available to answer questions. f - We have over 60 Student Clubs, our SACHS Academy, our SAVAPA Academy that engage parents in volunteer work and semester meetings. g- School Site Council will meet monthly to review programs, review and revise our school action plan, and make	a.EL Director	\$2,388.36
		d. Admin	\$500
		e. PIRT	\$1000
		g. PIRT	\$400

	recommendations for improvement.		
3.6	College and Career information, planning support and materials will be available to all parents a - School counselors will implement information in-class sessions on multiple college and career topics. b - Our site will provide brochures with information areas related to student success, college and career, and health and wellness. c - IVROP Representatives will provide in-class presentations to 9th grade classes on college and career planning. d - Guidance Support Specialist will provide in-class presentations to 10th grade students on time management and how to be a successful student.	a.Counselors	\$0.00
		b.PIRT	\$600.00
		c.IVROP Lead	\$0.00
		d. GSS	\$500.00

**2017-18 Site
Actions/Services**

College and Career Readiness

4.1	Offer rigorous courses/academies that prepare students for college or career. a - Research innovative CTE pathways an plan towards growth for our program. b - IB program offered to students as a graduation diploma or individual courses, recruit via presentations in all 9th grade courses, IB Program Annual Fee. c - Seal of Bi-literacy available to students who meet program qualifications. Offer testing preparation(tutoring) d - CTE Pathways available to all students, increase recruitment and promotion of all pathways e - Host a parent informational meeting on AP and IB programs. f -Training for new and continuing teachers of AP and IB Courses.(CRBG) 4 - 5 teachers a year. g. Pay uncovered AP/IB Testing Fees for low-income students h.IB/AP Parent Conference will take place at the end of every semester	a. Admin	\$0.00
		b. Admin	\$10,000.00
		c. Dep. Chair	\$231.00
		d. Dep. Chair	\$0.00
		e. Dep. Chair	\$500.00
		f. Admin	\$9,000.00
		g.Admin	\$14,250.00
		h.admin	\$2,979.82
4.2	Get Focused Stay Focused Program is a requirement for all 9th, 10th, 11th grade students to help them plan future careers. a. Counselors provide presentations on A-G requirements in all Freshmen classes b. All 9th grade students, with the help of their counselors and teachers create individual 10 year plan to identify their goals for post-secondary training. (materials and supplies) c. Get Focused, Stay Focused Choose department that will implement follow-up modules and career lockers in grade 10 and 11. d. Pull-out days for GF/SF curriculum planning	a.admin	\$0.00
		b.9th grade teachers	\$0.00
		c. admin	\$13,000.00
		d. admin	\$594
4.3	Advancement Via Individual Determination (AVID), is a college readiness program designed to help students develop the skills they need to be successful in college. Target students are typically C average students. a - 11 sections of AVID Courses	a.Admin	\$265,395.00

<p>b - College Aged/AVID Trained Tutors will be hired to support all AVID courses with improving academic success. c - EL AVID Class offered to provide EL students college planning support. (amount included in 11 sections listed above) d - Materials and Supplies for AVID Courses that promote project based learning and collaborative work. e - Subs will be provided to support required meetings and activities of the AVID Program this includes, collaboration meetings, recruitment at feeder schools, and college trips. f - AVID Coordinator Release Period d - AVID Teachers attend the AVID Institute (CRGB)</p>	<p>b.AVID Lead c.AVID Lead d.AVID Lead e. Admin f. Admin g. AVID Lead</p>	<p>\$32,679.77 \$0.00 \$1,000.00 \$5,941.78 \$23,017.24 \$9,000.00</p>
<p>4.4 College and Career Readiness Planning Support for students and parents a - Counselors and our Guidance support specialist host parent and student meetings on areas related to student success, familiarity with graduation and college requirements, college readiness, and financial aid, coffee with a counselor, etc. b - Support a college going culture by hosting Higher Ed Days with visits from multiple colleges and universities.(Seniors in the Fall, Juniors in the Spring) c - Guidance Support Specialist to assist with awards, ceremonies, parent outreach. (materials and supplies) d -All College and Career Planning resources available in our counseling department website. e - SAT Preparation Workshops for Students offered Saturdays in conjunction with Saturday School f -Counselors attend financial aid training in Palms Springs to get updated information on an changes in policy. (registration and travel) g -Continue with 1 College Math course, to support 12 grade students with placement testing for colleges and universities.. h - Host School Wide Career Fair every other year</p>	<p>a.Counselor b.Counselor c. Counselor d. Counselor e. GSS f. admin g. Admin h. Admin</p>	<p>\$1,000.00 \$1000.00 \$400.00 \$0.00 \$584.35 \$1,200.00 \$9,118.97 \$1000.00</p>
<p>4.5 Dual Enrollment Program with Imperial Valley College a - Offer free dual enrollment courses during the regular school year and during the summer, increase promotion and information available to students.</p>	<p>a. Admin</p>	<p>\$0.00</p>
<p>4.6 Review of College and Career Indicators to be completed during the fall and during the spring.</p>	<p>s. admin</p>	<p>\$0.00</p>

Total Title I Planned Expenditures : \$457,768.57

Total Allocation (including rollover) 2018-2019 : \$495,876.00

Leadership Team Resource Map

Members of Leadership Team will meet once a month during 6th period to review services provided by the program.

Name of Group	Main Purpose/ Outcomes	Team Lead	Data Used (who will review it?)	Communication (Information to be shared broadly and how)	Logistics (when does this group meet)
AVID Program	Improve A-G completion & UC/Cal State enrollment	Marcia Roman	UC & Cal State acceptance AVID enrollment #'s	AVID Literacy Strategies during staff meetings	Quarterly Parent Meetings:
EL Program	Improve Graduation Rate and Increase Reclassification #'s, Guide students to college and career pathways. Improve Seal of Biliteracy #'s	Patty Quijada	Graduation Rate, Reclassification #'s, # of students passing support classes	EL Data, tool kit for supporting English Language Learners during staff meetings, School Site Council Meetings and Parent Meetings.	Quarterly Parent Meetings:
SAVAPA Academy	Engage students in performing arts. Continue promoting enrollment of at risk students.	Chris Spanos	Academy completer #'s, #'s of enrolled at risk students vs total enrollment.	SAVAPA Academy Goals, requirements for entrance shared during faculty and parent meetings	Semester meetings with parents.
Fine Arts: Non-SAVAPA	Engage students in performing arts.	Matt Busse	Enrollment #'s, # of course completion	Expectations for groups, performances and community outreach events	Staff meets on Site Collaboration Wednesdays
Associated Student Body Director	Build a positive, inclusive learning environment that promotes of extra-curricular activities	Chris Spanos	# of active school clubs, # of in-class presentations by ASB, Student participation in school activities such: High School Madness, lunch activities, Community Service Events.	ASB Events, Community Outreach Events. Academic and behavior expectations for students enrolled in ASB.	-Weekly Student Body approval meetings on Wednesdays -Parent Meeting on Back to school night
CTE/SACHS	Build career pathways with an adequate support system for academic success.	Karen Saikhon Jackie Valadez	# pathway completers, Enrollment #'s for courses	Overview of pathways and completion requirements	-Healthy Habits Night -CTE Showcase Parent Night
IVROP	Inform students of college and career planning resources	Emmanuel Torrales	# of in-class presentations # of small group meetings	Overview of services offered by IVROP shared during Staff Meeting and at parent workshops	-IVROP Meetings with Admin
Pirt/Admin	Provide Resources, align funding and support for all programs.	Mickaelle B.R. Matt Phillips M. Martinez	Staff Survey Findings: Communication Rating, Support Rating	Overview of actions and services, site budgets, testing calendar and school wide activities.	Admin meets weekly, Leadership Team meets monthly.
Athletics	Provide a safe, positive athletic program for all students.	Ruben Valenzuela	# of active student athletes	Athletic Season Schedules, Rosters, Student Clearance Process shared with students.	A.D. meets with Coaches every season.

Summary of Multi-tiered System of Supports

Southwest High School

2018-2019

Updated 5/14/2018

Tiers	Summary of Resources
<p>Tier 1: Universal/Core</p> <p>Goal: 70%-80% of Population successfully receives these services</p>	<p>Students: Provided services to all students through core curriculum, differentiated instruction, ongoing screening and progress monitoring, and school-wide student services and behavioral supports such as positive behavior support. Implement Positive Behavioral Interventions and Support School Wide.(PBIS)</p> <p>Staff: Provide professional development for all school wide implemented tools and services including communications systems, Common Core Practices, Formative and Summative Assessments etc.</p> <p>Parents: Invite parents to school wide events such as Back to School Night and Title I Night. Provide parent workshops for all parents on multiple subjects to support student academic success and college and career planning. Provide an effective communication system to all parents to inform them of academic progress and extracurricular activities.</p>
<p>Tier 2: Selected/Strategic</p> <p>Goal: 5%-15% of the population successfully receives these services</p>	<p>Students: Options provided to remove barriers and enhance success for students who demonstrate certain risk factors that make it likely they will have increased difficulty if concerns are not addressed. Some examples might include supplemental reading instruction or short-term tutoring, enrichment.</p> <p>Staff: Offer small group professional developments to coach teachers improve their teaching practices. Prep-period meetings with target groups.</p> <p>Parents: Offer target group of parents additional resources to support students and their academic success, offer small group parent workshops.</p>
<p>Tier 3: Targeted/Intensive</p> <p>Goal: 1%-5 % successfully receives these services.</p>	<p>Students: Options for students who have a high likelihood of developing or who already exhibit a pattern of academic failure or high levels of social or emotional distress. Because of the intensive nature of such options, targeted interventions/acceleration is typically needed by very few students. Examples include individualized interventions, individual behavior plans and wrap-around services provided by mental health professionals.</p> <p>Staff: Identify staff with low success rate (D and F) and provide individual professional development, and coaching strategies to help improve their teaching practices.</p> <p>Parents: Individual parent support; meetings with parents, after hours counseling for working students.</p>