The School Plan for Student Achievement

School: Del Lago Academy

CDS Code: 37681060127241

District: Escondido Union High School District

Principal: Ruth Hellams

Revision Date:

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

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School Vision and Mission

Del Lago Academy's Vision and Mission Statements
MISSION AND CORE BELIEFS:

Preparing future scholars, innovators, and world citizens.

Scholars with the academic skills required for postsecondary and global workforce success.

Innovators who create solutions to local and global problems through empathy, creativity, and collaboration.

World Citizens who are respectful, responsible, ethical, and compassionate.

OUR CORE BELIEFS:

Personalization: We believe learning is a social process and relationships are important. Scholars that are known as individuals, challenged intellectually, respected, supported, and connected to their learning will be successful.

Authentic Learning Experiences: We believe scholars who are challenged intellectually by actively exploring real-world problems value their learning and are motivated to succeed.

An Ethic of Excellence: We believe scholars immersed in a school and a community culture that fosters excellence will value their own accomplishments and strive for academic and social excellence.

Skilled Professional Teachers: We believe skilled teachers understand that scholars learn in many different ways. Our professional teachers are very familiar with the learning process, and they use this knowledge to make the course content accessible for diverse learners and to maximize the learning experience for our scholars.

School Profile

For over 120 years, Escondido Union High School District has inspired, guided, and supported students as they establish and reach their personal goals. Whether in the classroom, library, Learning Center, or on the field, each student deserves the chance to develop knowledge and skills to prepare for a successful future. On every campus, including Escondido, Orange Glen, San Pasqual, Valley or Del Lago Academy, you will find unique learning environments in which students can truly thrive. Opportunities are abundant with nationally recognized Advanced Placement courses, College & Career Technical Education, Independent Study, after school enrichment, career exploration, STEM and more.

Proudly embracing the responsibility of public education for every child, EUHSD's current enrollment exceeds 7400 students. All EUHSD campuses are committed to supporting students as they build necessary critical thinking and problem solving skills. We are dedicated to ensuring upon graduation, EUHSD students are ready for college, ready for work – ready for life.

An integral part of the District, Escondido Adult School has served the community for more than 40 years. Here, students may complete a high school diploma, learn a new skill or trade, as well as develop hidden talents and passions. Each year, over 5000 students participate in a wide array of academic, vocational and enrichment opportunities to strengthen their role as members of the local and global community.

Located approximately 30 miles northeast of San Diego and 18 miles inland, Escondido is home to over 148,000 residents. With strong agricultural roots, this vibrant and diverse community's economic base is made up of largely successful small businesses, many of which are family–owned. Escondido offers the blend of a thriving urban environment coupled with gentle rolling hills and an abundance of avocado and citrus groves.

In partnership with parents, community members and businesses, the Escondido Union High School District looks forward to preparing future generations for academic, personal and social success.

Del Lago classrooms are exciting places to be - places where young people feel safe to raise their hand and ask a question. Places

where staff and students care deeply about the quality of their work. A school where students' work adorn the hallways, classrooms, and virtual spaces. Our school is a place where it's ok to be smart.

What does being connected look, sound, and feel like? People will respect you as a person, with unique interests and talents. You can start your own club, team, or community service program with your classmates. A staff advisor will follow you throughout your high school career, serve as your family's primary contact, celebrate your successes, and guide you through challenges. You will be trusted to work side-by-side with industry professionals. You will be college and career ready.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

UNDER DEVELOPMENT:
1. Health Kids Survey
2. LCAP Survey
3. Gear Up Survey (Ends 2017/18 school year)
4. Panorama

Classroom Observations

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

Under Development

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

DLA staff examine a variety of data in order to modify instruction and improvement student achievement. Data examined include, but are not limited to:

1. EUHSD English Learner Progress Data. The English Language Performance Assessments (ELPAC) of California were first given in the 2017/18 school year. Initial and ongoing data will be added to the SPSA upon availability.

Prior CELDT EL Data Includes: (Based on 2016/17)
* The EUHSD showed a 6.3% increase in EL Progress from the 15/16 school year (73.5%) to the 16/17 school year (79.8%). The rate of increase is calculated by taking the current year annual CELDT testers plus ELs who reclassified in the prior year divided by (1) current year ELs who increased at least one CELDT performance level, plus (2) current year ELs who maintained Early Advanced/Advanced Proficient, plus (3)
former ELs who were reclassified between July 1, 2015 and June 30, 2016, plus (4) bonus count for LTELs who increased at least one performance level on current year CELDT.

2. DLA Reclassification Data (Based on 2016/17 CELDT Results):
*The DLA Reclassification Data went from 28.6% to 22.5% from 15/16 to 16/17. The number of English Learners eligible for reclassification declined from 15/16 to 17/18, which may account for the decrease in percentages. Also, there are a finite number of English Leaners at DLA. The goal for 2017/18 is to increase the percentage by 2%.

3. DLA English 9 Pass Rates: (Based on 2016/17)
*The EUHSD looks at the number of scholars pass English 9. 88.6% of DLA scholars passed English 9. We will continue to work toward 100%. While English Learner students make up a small percentage of the population, there is a 12% gap in progress. English Learners continue to be a focus.

4. DLA Math 1 Pass Rates: (Based on 2016/17)
*The EUHSD looks at the number of scholars pass Math 1. 94.7% of DLA scholars passed Math 1. We will continue to work toward 100%. While English Learner students make up a small percentage of the population, there is a nearly 20% gap in progress. English Learners continue to be a focus.

5. CAASPP Data for English Language Arts Grade 11: (Based on 2016/17) reflects a 1% decline from 15/16 to 16/17. The 16/17 Proficient/Advanced percentage is 83.9%. The goal for 17/18 is to have 85.9% of scholars meet the target.

6. CAASPP Data for Mathematics Grade 11: (Based on 2016/17) reflects a 7% increase from 15/16 to 16/17. The 16/17 Proficient/Advanced percentage is 48.3%. The goal for 17/18 is to have 50.3% of scholars meet the target.

7. DLA Advanced Placement Data:(Based on 2016/17)
*ll grade 12 scholars are required to take one (1) AP course - Advanced Placement English Language. However, scholars are not required to participate/take the AP exam.
*Scholars at DLA may also take AP Spanish Language, AP Statistics, or AP Calculus AB/BC. AP data indicate that 42.6% of scholars who took AP exams in 16/17 passed them with a 3, 4, or 5. However, data also illustrate that 0% of EL, 0% of Homeless, and 0% of Foster Youth passed an AP exam. The data further illustrate a gap for English Leaners and SPED scholars.
*A goal will be to increase the percentage of test takers for the 18/19 school year and to examine the data in order to increase the percentage of test takers who pass an AP exam. DLA also has a goal to increase the percentage of scholars who enroll in an AP course. The enrollment data is calculated as follows: Synergy query CourseHistoryGrades?: Number of students (duplicated) who completed an AP course 1S or 2S
divided by number of students (duplicated) who completed any course 1S and 2S.

8. DLA Advanced Placement Pass Rates:(Based on 2016/17)
*In addition to percentage of students who pass an AP exam, DLA staff also examine the percentage of students who take and pass an AP class with a letter grade of A,B, or C. The percentage increased by 1% from 15/16 to 16/17. The current percentage rate of 98.7% is expected to increase by 1% for the 18/19 school year. The percentage is calculated using the following rate: Number of students (duplicated) who earned
an A to C (or P) mark in an AP course 1S divided by number of students (duplicated) who earned a mark in an AP course 1S.

9. DLA Honors Class Pass Rates: (Based on 2016/17)
* In addition to the percentage of students who take and pass an AP class with a letter grade of A, B., or C, the DLA staff also examined the percentage of students who take and pass an Honors course. Honors courses are offered to grade 11 scholars in Humanities and voluntary participation in Honors Bio/Chem II and Honors Physics. The number of scholars passing declined 7% from the 15/16 school year to the 16/17
school year with a current percentage rate of 91%.

10. DLA A-G Completion Rates (Based on 2016/17)

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

DLA scholars take a series competencies in their classes. Teachers utilize Haiku to track and monitor scholar proficiency. Scholars must pass competencies with an A-C or they receive a No Mark and can retake the competency until they pass. A comprehensive student assistance team or CSAT is used to discuss student performance, attendance, social-emotional needs, etc., and counseling staff and teaching staff call home or offer tutorial and other supports when needed. SPED teachers modify assessments according to IEP modifications and accommodations.

Staffing and Professional Development

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

100% Highly Qualified based on WASC Report 2015/16 and SARC 2016/17

Will update for 2018/19 school year.

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

100% Compliance

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

EUHSD Professional Learning is aligned to CA Frameworks and CA Standards.

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

Ongoing instructional assistance and support are providing in a myriad of ways, including but not limited to,
EUHSD Content Coaches
EUHSD Content Specialists
Grade Level Teams
Department Chairs
Administrative Supports

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

DLA Teacher Collaboration:
1. Grade Level Village Teams
2. Content Teams
3. School Wide Collaboration (late starts)
4. Morning Meetings
5. District Wide Subject Area Council Meetings
6. Teacher Release Days for Professional Learning

Teaching and Learning

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

EUHSD Curriculum documents are approved by the EUHSD and are aligned to CA State Standards.

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

N/A

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

N/A

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

In Compliance with Williams Settlement

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

All EUHSD Curriculum is aligned to the California State Standards and adopted by the EUHSD Board.

Opportunity and Equal Educational Access

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

DLA offers teachers and opportunity to collaborate on student performance through the Comprehensive Student Assistance Team (C-SAT). Students are also referred to after school tutoring sessions Monday - Friday for all subjects and may also be invited to attend Saturday school for additional tutoring. Scholars may also be referred to an X-Block for Intervention. SPED staff conduct "push in" assistance to cohorts with SPED scholars, offering assistance in daily class tasks and in modifying and accommodating for IEP goals. All teachers are trained in CLAD strategies to meet the needs of English Learners who are designated EL with CELDT scores of 1-5. Staff also conduct semi-annual monitoring of RFEP scholars who have been reclassified four years or less.

14. Research-based educational practices to raise student achievement

DLA staff participate in ongoing professional learning on best practices during planned Late Starts and through planned readings during staff meetings designed to foster thinking in areas of culture, structures, and instruction. Specific practices include continued use of Essential Elements of Instruction for trained staff, training in Project Based Learning through The Buck Institute for all teachers who had not previously received training, and training in the use of Restorative Practices as a method of creating a common class culture and as a form of PBIS for classroom behaviors and restorative conferences for relationship building.

Parental Involvement

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

DLA hired a Parent Liaison in November 2017 to begin working alongside DLA families to help increase parent involvement and understanding of DLA policies and processes - specifically creating a School/Parent/Scholar Compact and a Parent Involvement Policy. This includes Parent Universities to explain the No Mark policy and outline after school and Saturday tutoring sessions. Student tutors were hired and paid an hourly wage and are assigned to after school whole class and various 1-1 (at request) tutoring sessions. Tutors also attend Saturday school sessions (as requested and needed). Students are also able to take advantage of free tutoring services through Shmoop and Gear Up for ACT and SAT test prep. SPED teachers also push into classrooms to provide in class assistance in order to help scholars meet their IEP goals.

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

Stakeholders involve themselves in school by providing input into programs through participation in School Site Council, English Learner Advisory Committee, District-English Learner Advisory Committee, LCAP stakeholder meetings, etc. SSC approves expenditures in Title I and Title III. Principal Connect meetings held monthly. Title 1 Parent Meetings held annually. Consolidated Application is filed by EUHSD Education Services for Federal Funds.

Funding

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

See Goals, Actions, and Services Below.

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	180	177	184	180	174	184	180	174	184	100	98.3	100
All Grades	180	177	184	180	174	184	180	174	184	100	98.3	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2659.8	2677.2	2648.1	38	53.45	34.78	47	30.46	42.39	12	13.22	19.02	3	2.87	3.80
All Grades	N/A	N/A	N/A	38	53.45	34.78	47	30.46	42.39	12	13.22	19.02	3	2.87	3.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	58.05	39.67	55	35.63	50.54	5	6.32	9.78
All Grades	40	58.05	39.67	55	35.63	50.54	5	6.32	9.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	54	58.05	46.20	40	36.78	46.20	6	5.17	7.61
All Grades	54	58.05	46.20	40	36.78	46.20	6	5.17	7.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	44.83	27.72	70	50.57	68.48	5	4.60	3.80
All Grades	25	44.83	27.72	70	50.57	68.48	5	4.60	3.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	67	67.82	55.43	31	27.59	38.04	3	4.60	6.52
All Grades	67	67.82	55.43	31	27.59	38.04	3	4.60	6.52

Conclusions based on this data:

1. 95.41% of scholars meet or exceed the standard in Research and Inquiry for the 16/17 school year.
   95.4% of scholars meet or exceed the standard in Listening for the 16/17 school year.
   94.83% of scholars meet or exceed the standard in Writing for the 16/17 school year.
   93.68% of scholars meet or exceed the standard in Reading for the 16/17 school year.

   The data demonstrate a commitment by teachers and scholars to ELA (literacy) across subjects (cross content). An emphasis on cross content and interdisciplinary work is the cornerstone of the DLA curriculum.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	180	177	184	180	174	184	180	174	184	100	98.3	100
All Grades	180	177	184	180	174	184	180	174	184	100	98.3	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2616.0	2622.1	2597.5	14	16.67	10.87	28	31.61	29.89	35	29.31	28.80	23	22.41	30.43
All Grades	N/A	N/A	N/A	14	16.67	10.87	28	31.61	29.89	35	29.31	28.80	23	22.41	30.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	27.59	21.20	44	40.80	37.50	33	31.61	41.30
All Grades	23	27.59	21.20	44	40.80	37.50	33	31.61	41.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	24.71	22.28	58	51.72	47.28	18	23.56	30.43
All Grades	24	24.71	22.28	58	51.72	47.28	18	23.56	30.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	28	25.86	14.13	58	62.64	65.22	13	11.49	20.65
All Grades	28	25.86	14.13	58	62.64	65.22	13	11.49	20.65

Conclusions based on this data:

1. 68.39% at or above standard in Concepts and Procedures
   76.43% at or above standard in Problem Solving and Modeling
   88.5% at or above the standard in Communicating Reasoning.

   We continue to work on mathematical reasoning by addressing the Habits of Mind and Habits of Interaction through our work with Teachers Development Group. We are utilizing a Teacher on Special Assignment in the area of Mathematics for the 2018/19 school year to continue that work.

   Scholars continue to make progress and we are working on both the conceptual and procedural mathematics. Scholars do well at DLA and having the third year of mathematics for all scholars may be one factor that could be attributed to that success.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9		4		30	52		70	40			4				
10	9	17		64	33		18	50		9					
11	17			33	67		50	17			17				
12				***	***			***							
Total	7	5		46	51		43	38		4	5				

Conclusions based on this data:

1. CELDT data is being reviewed at the STATE level for accuracy.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9		4		30	52		70	40			4				
10	9	17		64	33		18	50		9					
11	17			33	67		50	17			17				
12				***	***			***							
Total	7	5		46	51		43	38		4	5				

Conclusions based on this data:

1. The CELDT is no longer being used district-wide as the measurement of English Learner progress. We will refer to the new English Language Proficiency Assessment for California.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement

LEA/LCAP GOAL:

Academic Achievement:

EUHSD Goal 1: Improve academic achievement by holding high expectations and ensure equitable learning practices for all students so that every student graduates college and career ready.

SCHOOL GOAL #1:

Del Lago Academy's Academic Goals are based on an analysis of available data from a variety of sources such as: ELPAC (EL data), CAASPP (CA Grade 11 Performance data), SAT, ACT, PSAT, AP (Standardized Testing data), Academic Grades (Local Competency data), UC/CSU A-G rates, Re-Classification of EL data, etc.

Goal 1: To increase the percentage of scholars making one (1) year progress on their English Learner proficiency as measured by the ELPAC.
Goal 2: To increase the percentage of scholars meeting and exceeding learning targets in math and English as measured by the CAASPP.
Goal 3: To increase the percentage of scholars meeting the EUHSD and CA criteria for re-classification from English Learner to Reclassified English Fluent (R-FEP) as measured by state and local criteria.
Goal 4: To increase the percentage of scholars who receive a 3, 4, or 5 on an Advanced Placement Exam, as well as increase the percentage of scholars taking an AP exam, as measured by AP results.
Goal 5: To increase the percentage of scholars receiving a grade of A, B, or C in academic courses on their first try (decreasing the percentage of No Marks) as measured by local grades with a specific focus in math and Humanities.

Data Used to Form this Goal:

1. ELPAC -English Language Proficiency Assessment (California)
2. CAASPP - California Assessment of Student Performance and Progress
3. SAT - Scholastic Aptitude Test
4. ACT - American College Test
5. P-SAT - Preliminary SAT
6. AP - Advanced Placement
7. Local Performance Data from 6, 12, and end of term grades
8. UC/CSU A-G Rates - University of California and California State University Entrance Criteria as established by the UC system

Findings from the Analysis of this Data:

Scholar Performance Data was analyzed as part of the LCAP process in Spring 2017/18. The stakeholders, including the SSC, examined available data from both the 15/16 and 16/17 school years. Upon receipt, the SSC will examine the 2017/18 data as indicated for this performance goal and this section will be revised throughout the 2018/19 school year.

The Following Goals Are Taken Directly from the DLA 2017 WASC School Wide Action Plan:
Goal 1: Sustainability
Goal 2: Increase Parent Involvement
Goal 3: Deepening English Learner Instructional Practices
Goal 4: Reduce Student Absences
Goal 5: Building Lifelong Learning Skills
Goal 6: Assessing School-wide Learner Outcomes
Goal 7: Establish Formalized Process for Internal PD

How the School will Evaluate the Progress of this Goal:

Progress monitoring takes place through the following formal processes:

1. During Professional Learning Community (PLC) time - both site wide and in specific content or village groupings
2. During scheduled SSC meetings
3. During scheduled LCAP stakeholder meetings
4. During scheduled release of key data indicators such as after 6, 12, and end of Term grading periods.
5. During scheduled district-wide data analysis workshops

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize monthly late-start meetings to examine the specific targets for all data items cited above.	yearlong 2018-19	Site Management Team	Create a schedule throughout the year to analyze academic achievement data through formal data analysis protocols.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a Testing Coordinator TOSA (teacher on special assignment) position for the 2018/19 school year to work alongside the Academic Dean. Coordinator's position will be taken from Site PSU plan (1 class period release)	yearlong 2018-19	Principal Academic Dean Testing Coordinator	Working alongside the Academic Dean, the Testing Coordinator will assist in identifying scholars for specific assessments, creating protocols for staff to examine assessment data, preparing staff to implement standardized assessments.	None Specified	None Specified	
Create a Mathematics TOSA (teacher on special assignment) position for the 2018/19 school year to work alongside the mathematics department in analyzing data, identifying best practices, and coordinating professional learning in order to continue addressing the instructional needs of scholars across the various mathematics grade levels. Coordinator's position will be taken from District LCAP plan (2 class period release)	yearlong 2018-19	Principal Academic Dean Mathematics TOSA	Supporting the goals of the EUHSD Education Services team & the site mathematics teachers, the Math TOSA will conduct individual, small group, and whole group professional learning in support of mathematics instruction.	None Specified	None Specified	
Create an English Learner/Content Literacy TOSA (teacher on special assignment) position for the 2018/19 school year to work alongside the Humanities and other departments in analyzing data, identifying best practices, and coordinating professional learning in order to continue addressing the instructional and literacy needs of scholars across the various grade and content levels. Coordinator's position will be taken from Site Title 1 plan (1 class period release)	yearlong 2018-19	Education Services Principal Literacy/EL TOSA	Supporting the goals of the EUHSD Education Services team & the site certificated teachers, the EL/Literacy TOSA will conduct individual, small group, and whole group professional learning in support of Content Literacy and EL instruction.	1000-1999: Certificated Personnel Salaries	Title I	17675

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue providing academic support through the use of an Intervention TOSA (teacher on special assignment) position for the 2018/19 school year to work alongside the Academic Dean and DLA Scholars and Families in support of Scholar Learning goals in fulfilling A-G academic requirements. The Intervention TOSA will maintain the school site's Scholar Tutorial Program in order to support the after school and Saturday academic intervention process. Intervention Coordinator's position will be taken from Site Title 1 plan (1 class period release)	yearlong 2018-19	Principal Academic Dean	Working alongside the Academic Dean & the Management Team, the Intervention TOSA will assist in identifying scholars at risk of not making adequate academic progress, as measured by performance on the A-G criteria and completion of site competencies for specific content areas.	1000-1999: Certificated Personnel Salaries	Title I	26188
			Working alongside the Academic Dean, the Intervention TOSA will maintain the Scholar Intervention program, including hiring, evaluating, placement, and communication with certificated staff and scholars - as needed.	None Specified	None Specified	0
Continue providing academic support through the implementation of an after-school intervention tutoring program - supporting scholar academic progress across disciplines.	yearlong 2018-19	Academic Dean Intervention TOSA Certificated Staff	The Academic Dean will create an After School and Saturday Intervention schedule - working in coordination with the Intervention TOSA and the Certificated Staff.	1000-1999: Certificated Personnel Salaries	Title I	30000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue providing academic support through the implementation of an after-school peer tutoring intervention program - supporting scholar academic progress across disciplines.	yearlong 2018-19	Intervention TOSA Scholars (Peer Tutors)	The Intervention TOSA will post, interview, and hire Peer Tutors to support scholar academic needs across the disciplines and maintain a schedule for intervention support in whole group, small group, and 1-1 tutoring.	2000-2999: Classified Personnel Salaries	Title I	25410

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Effective Instruction and Leadership

LEA/LCAP GOAL:

Effective Instruction and Leadership:

District Goal: Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

SCHOOL GOAL #2:

1. Del Lago Academy will provide teachers with high-quality research based professional learning opportunities designed to enhance their use of effective scaffolds and strategies designed to meet the needs of all students with a specific emphasis on meeting the needs of Language Learners and Students with Special Needs.
2. Del Lago Academy will provide teachers with professional learning in the use of Restorative Practices designed to meet the needs of students social and emotional well being.
3. Del Lago Academy will provide teachers with release time in order to broaden their understanding of the curriculum through lesson analysis, lesson planning, competency review, and collaborative planning for Interdisciplinary projects.
4. Del Lago Academy will provide opportunities for all staff to collaborate on best practices designed to meet the needs of all students.

Data Used to Form this Goal:

1. Agendas from Late Start meetings.
2. Conference participation
3. Interdisciplinary Project plans.
4. Participation in lesson study (such as TDG mathematics work)
5. Learning Walk Data
6. Teacher Feedback on Panorama Survey
7. Classroom Walks
8. Assessment Data

Findings from the Analysis of this Data:

1. The site's A-G rate is at 84%, a 1% growth from the 2016/17 school year, with those who are not meeting A-G representative of RFEP and EL populations.
2. The site's CAASPP results indicate a small decline in grade 11 ELA and an increase in mathematics from 2015/16 to 2016/17. EL and SPED data continues to show an equity gap.
3. The site's graduation rate is at 98%, indicating that nearly every student completes high school.
4. 100% of all DLA scholars participate in at least one (1) AP class.

The Following Goals Are Taken Directly from the DLA 2017 WASC School Wide Action Plan:
Goal 1: Sustainability
Goal 2: Increase Parent Involvement
Goal 3: Deepening English Learner Instructional Practices
Goal 4: Reduce Student Absences
Goal 5: Building Lifelong Learning Skills
Goal 6: Assessing School-wide Learner Outcomes
Goal 7: Establish Formalized Process for Internal PD

How the School will Evaluate the Progress of this Goal:

1. Continue to examine both internal and external data points (AP testing, PSAT, ACT, CAASP results)
2. Continue to examine A-G rates.
3. Examine language results on ELPAC to determine if students are making adequate progress in meeting language targets.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Working with Education Services personnel, a variety of on site and off campus professional learning will be provided to both classified and certificated personnel in support of effective instruction and leadership goals.	2018-19	District Admin Site Admin	Site Based grade level and/or content level curriculum workshops will be provided and designed to promote alignment of course goals and objectives across grade level teams, through IDPs, and among content area teams.			
			Site TOSAs will conduct workshops in support of math and literacy goals across grade levels and content areas. Specific focus on meeting the needs of English Learners and addressing Reclassified EL scholars and students with special needs.	1000-1999: Certificated Personnel Salaries	Title III	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Send AP teacher or teacher teams to summer conferences in order to acquire new content in AP courses and plan for coming school year.	1000-1999: Certificated Personnel Salaries	Title I	4180
			Provide opportunities for teachers to attend content specific professional learning workshops to enhance their understanding of instructional strategies designed to meet the needs of all learners - with specific emphasis on the needs of English Learners and SPED students.	1000-1999: Certificated Personnel Salaries	Title I	8400
			Provide professional learning opportunities to Content Coaches in order to support the needs of teachers in the area of meeting the needs of ELs.	1000-1999: Certificated Personnel Salaries	Title III	1849

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Support to Students

LEA/LCAP GOAL:

EUHSD Goal: Provide systemic, equitable and accessible support services focused on academic, career, and personal development so that all students graduate college and career ready.

SCHOOL GOAL #3:

1. Del Lago Academy will provide continued social/emotional and academic support to scholars through a comprehensive tiered interventions system.
2. Del Lago Academy will provide continued academic support to scholars in support of the school to career initiative.
3. Del Lago Academy will utilize Advisory periods in order to support students in academic development and commitment to Never Too Late To Learn Pillar.
4. Del Lago Academy will implement a comprehensive student assistance tutoring program in order to support student learning.
5. Del Lago Academy will utilize Intervention Support Classes during X-Block
6. Del Lago Academy will provide school to career experiences to all scholars in grades 9-12.

Data Used to Form this Goal:

1. Scholar Panorama Results
2. Health Kids Survey Results
3. A-G rates
4. No Mark Data
5. Field Trip Participation Feedback
6. Internship Participation Feedback
7. Interdisciplinary Project Participation Feedback.
8. Participation at After School Tutorials
9. Participation as Scholar Tutors
10. Teacher Feedback
11. Club Particiipation

Findings from the Analysis of this Data:

1. Scholars regularly utilize after-school tutoring in order to clear no marks, support academic instruction through extended time, etc.

The Following Goals Are Taken Directly from the DLA 2017 WASC School Wide Action Plan:
Goal 1: Sustainability
Goal 2: Increase Parent Involvement
Goal 3: Deepening English Learner Instructional Practices

Goal 4: Reduce Student Absences
Goal 5: Building Lifelong Learning Skills
Goal 6: Assessing School-wide Learner Outcomes
Goal 7: Establish Formalized Process for Internal PD

How the School will Evaluate the Progress of this Goal:

Progress will be evaluated semi-annually through specific content and whole group meetings - as established by site management team, annually through examination of student performance data (as indicated in Goal 1), annually through staff input during a specified late start meeting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	18-19	Assistant Principal Social Worker Various Staff	To create an attendance committee that will work to address attendance issues for habitual absent scholars and to address strategies and best practices to ensure scholars are at school on time every day.	0001-0999: Unrestricted: Locally Defined	Title I	2500
Train staff in Restorative Practices in order to continue to build the social - emotional and relationship connections between scholars and staff.	18-19	Social Worker All Staff	Conduct a 2-day workshop for all new hires and select staff in the area of Restorative Practices and provide follow up PD during after school workshops or release time as needed.	0001-0999: Unrestricted: Locally Defined	Title I	1100

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Engaged Parents
LEA/LCAP GOAL:
Parent Engagement: EUHSD Goal: Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.
SCHOOL GOAL #4:
1. Del Lago Academy will increase parent involvement at a variety of committees and school functions in order to engage parents in the social, emotional and academic success of scholars.
Data Used to Form this Goal:
1. Parent Panorama Survey 2. DLA Parent Involvement Sign In Sheets from various meetings.
Findings from the Analysis of this Data:
1. Parent involvement in a variety of DLA functions is low. 90 parents participated on the Panorama Survey for the 18-19 school year. 2. Parent involvement in site LCAP, Title 1, and Parent University meetings ranges from 10 - 25 parents. 3. Parent involvement in the DLA Foundation (a parent led organization) has steadily declined since the school's opening.
How the School will Evaluate the Progress of this Goal:
1. Sign in sheets at DLA parent meetings. 2. Participation on the Panorama Parent Survey 3. Participation at Parent Universities, site LCAP meetings, participation at district LCAP meetings, participation on ELAC and DLAC, participation at SSC and Title 1 meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue supporting the DLA Parent Universities - designed to provide parents with updates on various school to career and school to home topics ranging from maintaining a four year plan to completing the A-G and financial aid as well as topics to address scholar social and emotional well being.	18-19	Management Team Counseling Staff Parent Liaison	DLA will continue to conduct monthly meetings for parents (Parent Universities) on a variety of topics and as needed - ranging from FASFA, college readiness, school to career, Restorative Practices, etc.	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1500
			Materials and Supplies for Parent Workshops - including light refreshments.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	600
DLA will open a Parent Center	Fall 2018	Parent Liaison Management Team	The Parent Liaison will create a Parent Center with computers and other resources designed to assist parents in building a positive school - home connection.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3940
Create a schedule of monthly meetings in order to create a pipeline of communication between school and home.	18-19	Management Team Parent Liaison	DLA will establish a Dialogue with Del Lago meeting schedule for the year with key monthly scheduled topics and Q&A in order to provide for additional input between stakeholders. Provide for hourly pay for classified or certificated staff in attendance and support of meetings.	2000-2999: Classified Personnel Salaries	Title III	1600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
DLA will continue to support parent, scholar, home connection.	18-19	Principal Parent Liaison	The Parent Liaison will serve DLA families and DLA through positive communication and outreach on a variety of topics - including data analysis, college readiness, etc. The Parent Liaison will conduct workshops, small group, and 1-1 parent meetings (as needed) promoting a positive home/school connection.			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Safe and Respectful Environments

LEA/LCAP GOAL:

Safe and Respectful Environments:

EUHSD GOAL: Foster respectful, collaborative, safe and secure environments that support teaching and learning.

SCHOOL GOAL #5:

Del Lago Academy aims to provide a safe and respectful school environment through the use of Restorative Practices - Positive Behavioral Intervention and Support.

Goal 1: All scholars will demonstrate safe and respectful behaviors during school functions, classroom time, and when attending various off campus activities.
Goal 2: Utilize Social Contracts in order to assist scholars in identifying the way in which they will treat others, the way in which they wish to be treated.
Goal 3: Build life-long learning skills.

Goal 1: Create an attendance task force
Goal 2: Build life-long learning skills
Goal 3: Support scholars through implementation of a variety of school to career opportunities

The Following Goals Are Taken Directly from the DLA 2017 WASC School Wide Action Plan:
Goal 1: Sustainability
Goal 2: Increase Parent Involvement
Goal 3: Deepening English Learner Instructional Practices
Goal 4: Reduce Student Absences
Goal 5: Building Lifelong Learning Skills
Goal 6: Assessing School-wide Learner Outcomes
Goal 7: Establish Formalized Process for Internal PD

Data Used to Form this Goal:

Data used to form this goal include:
1. Healthy Kids Survey
2. Research Based PBIS and Restorative Practices best practices
3. Referral Data
4. Suspension and Expulsion Data

5. Attendance Data

Findings from the Analysis of this Data:

1. Scholars average daily attendance ranges between 97 and 99% each month
2. Scholars period by period tardies have steadily increased in the past 3 years.
3. Scholar suspension rates have declined in the 2017/18 school year with an emphasis on Restorative Practices and use of SOS and PAD programs at the district level.
4. Continued work is needed with new staff in the use of Restorative Practices/Social Contract as systems of culture building at Del Lago.

How the School will Evaluate the Progress of this Goal:

1. Examination of attendance data
2. Examination of Referral Data
3. Suspension and Expulsion Data
4. Feedback on Life-Skills curriculum taught in X-Block in the first few weeks of the school year.
5. Healthy Kids Survey Results
6. Panorama Survey Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create an Attendance Task Force	18-19 school year	Assistant Principal	Working alongside teachers, the AP will create an attendance task force to address tardies and truancies and work on a system that will provide for greater input from teaches and additional parent - school communication.	1000-1999: Certificated Personnel Salaries	Title I	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a life skills course	18-19 school year (Fall)	Social Worker Teaching Staff	During summer of 2018, the Social Worker will identify a Life Skills curriculum that can be taught to all scholars in grades 9-12 in order to assist in meeting the school's Core Values and Pillars in the area of social-emotional development.			
Implement Restorative Practices	18-19 school year	Management Team Teaching Staff Classified Staff	Utilizing research-based Restorative Practices, all teachers and all classified will be trained by the school's social worker in the use of Restorative Questions, the use of Circles, and in the use of the Social Contract.	0001-0999: Unrestricted: Locally Defined	Title I	1100

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Achievement
SCHOOL GOAL #1:
Academic Achievement: EUHSD Goal 1: Improve academic achievement by holding high expectations and ensure equitable learning practices for all students so that every student graduates college and career ready. • To meet the diverse needs of students by implementing a variety of academic programs which provide additional support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District and Site Support of Illuminate Student Information System.	Yearlong	District Ed Services	Support the district wide implementation and use of Illuminate student data management system.	5000-5999: Services And Other Operating Expenditures	Title I	3680
District and Site Support of Student Test Prep Software (Shmoop)	Yearlong	District Ed Services	Support the district wide and school wide use of Shmoop test prep and support.	5000-5999: Services And Other Operating Expenditures	Title I	1600

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in effective instruction and leadership
SCHOOL GOAL #2:
Effective Instruction and Leadership Goal 2 (as taken from the EUHSD Goals): Provide a highly skilled, knowledgable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize District Blackboard Communication System to foster parent/school connections and increase communication.	2018/19 school year.	Education Services Site Leadership	Professional Learning Contracts	5800: Professional/Consulting Services And Operating Expenditures	Title I	1840
			Parent Liaison & Classified staff support by attendance at PM DWD meetings, and other Parent meetings.	2000-2999: Classified Personnel Salaries	Title I	2000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in support to students.
SCHOOL GOAL #3:
Support to Students: Parent Involvement: Goal 2 (as taken from the EUHSD Goals): Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input. Effective Instruction and Leadership: As taken from the EUHSD LCAP Goals: To provide a highly-skilled, knowledgable, caring and committed staff that collaborates to positively support and affect instruction and learning.

Actions to be Taken to Reach This Goal	**Timeline**	**Person(s) Responsible**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
In support of EUHSD contracts and services for Professional Consultants designed to enhance instructional practices across the district.	2018/18 school year	Education Services Site Leadership	Professional Contracts and Services in support of staff professional learning.	5000-5999: Services And Other Operating Expenditures	Title I	5600

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in support to scholars and safe and respectful environments.
SCHOOL GOAL #4:
Support to Scholars As Taken from EUHSD Goals: To support students to graduate high school college and career ready, provide systematic support services focusing on academic, career, and personal/social development. As Taken from EUHSD Goals: To foster a respectful, collaborative, safe and secure environment that supports teaching and learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support of District's involvement in Camp Lead	Winter 2019	Director of Pupil Services Social Worker (site)	Identify scholars to participate in Camp Lead workshops.	5000-5999: Services And Other Operating Expenditures	Title I	5000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in social emotional development.
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
				None Specified	None Specified	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	121,475	2,422.00
Title III	6,449	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
None Specified	0.00
Title I	119,053.00
Title I Part A: Parent Involvement	6,040.00
Title III	6,449.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	4,700.00
1000-1999: Certificated Personnel Salaries	95,292.00
2000-2999: Classified Personnel Salaries	27,010.00
4000-4999: Books And Supplies	3,940.00
5000-5999: Services And Other Operating Expenditures	600.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Title I	4,700.00
1000-1999: Certificated Personnel Salaries	Title I	88,943.00
2000-2999: Classified Personnel Salaries	Title I	25,410.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,940.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	600.00
1000-1999: Certificated Personnel Salaries	Title III	4,849.00
2000-2999: Classified Personnel Salaries	Title III	1,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,273.00
Goal 2	17,429.00
Goal 3	3,600.00
Goal 4	7,640.00
Goal 5	3,600.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ruth Hellams - Principal	X				
Herb Sarnoff - Parent				X	
Ivan Vergara - Parent				X	
Nilesh Bhakta - Parent				X	
Cole Hanna - Scholar					X
Francisco Quezada - Scholar					X
Marcella Kuc- Scholar					X
Alejandra Martinez- Scholar Alternate					
Lora Beatty- Chairperson			X		
Karen Parker- Other Alternate					
Alyse Hamilton		X			
Victoria Lieu		X			
Tyson Smith		X			
Sterling Porretta		X			
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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

Recommendations and Assurances

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

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

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 23, 2018.

Attested:

Ruth Hellams	Ruth Hellams	10/3/18
Typed Name of School Principal	Signature of School Principal	Date
x Lora Beatty	x Lora Beatty	x 10/2/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date