

# The School Plan for Student Achievement

**School:** Orange Glen High School  
**CDS Code:** 37681063735313  
**District:** Escondido Union High School District  
**Principal:** Stacey Adame  
**Revision Date:** October 4, 2018

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:

**Contact Person:** Stacey Adame  
**Position:** Principal  
**Phone Number:** 760.291.5002  
**Address:** 2200 Glenridge Rd.  
Escondido, CA 92027  
**E-mail Address:** sadame@euhsd.org

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

## Table of Contents

School Vision and Mission .....	3
School Profile .....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations .....	4
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	13
School and Student Performance Data .....	15
CAASPP Results (All Students) .....	15
ELPAC Results .....	18
Planned Improvements in Student Performance .....	19
School Goal #1 .....	19
School Goal #2 .....	21
School Goal #3 .....	23
School Goal #4 .....	25
School Goal #5 .....	27
Centralized Services for Planned Improvements in Student Performance .....	29
Centralized Service Goal #1 .....	29
Centralized Service Goal #2 .....	30
Centralized Service Goal #3 .....	31
Centralized Service Goal #4 .....	32
Centralized Service Goal #5 .....	33
Summary of Expenditures in this Plan .....	34
Total Allocations and Expenditures by Funding Source .....	34
Total Expenditures by Object Type .....	35
Total Expenditures by Object Type and Funding Source .....	36
Total Expenditures by Goal .....	37
School Site Council Membership .....	38
Recommendations and Assurances .....	39

## School Vision and Mission

### Orange Glen High School's Vision and Mission Statements

The Orange Glen community creates a productive, innovative and supportive environment which develops academic and personal excellence for all.

Our mission is to provide a supportive environment for students, parents, and staff by treating every individual with respect and dignity. To prepare students to live in and contribute to an ever changing world, OGHS provides an innovative, rigorous curriculum that meets the academic, cultural, and social needs of all students. We face emerging challenges as a team, creating an environment where collaboration and success are celebrated.

## School Profile

Orange Glen High School is one of four comprehensive high schools in the Escondido Union High School District. The school is located in the eastern end of Escondido, California, approximately 40 miles northeast of metropolitan San Diego. The local economy of Escondido is broad-based, including retail trade, service industry, light manufacturing, and agriculture. Orange Glen High School opened in 1962 and is located on 48.5 acres of land that includes classrooms, a media center, a performing arts center, two gymnasiums, a football stadium, multiple sports fields, and an administrative wing. The school also has a high quality weight room and an upgraded drama facility. The facilities have been modernized to incorporate a new online Learning Center, commercial kitchen, ceramics art center, print shop, and computer lab. The campus is nicely landscaped and well maintained, giving the school a park-like atmosphere.

The Escondido Union High School District serves approximately 8,000 students in its 9-12 grade program. The population of Orange Glen High School hovers around 1,800 students. The school's population fluctuates throughout the year due to the transient nature of the surrounding neighborhoods. Orange Glen High School is located in the eastern part of Escondido, which has a high concentration of low-income apartment and housing complexes. The Orange Glen student body is approximately 84% Latino, 89% socio-economically disadvantaged, and 79% English Language Learners or Redesignated Fully English Proficiency students. Over 60% of OGHS parents identify that they have not completed high school. These numbers indicate a dramatic shift over the past 20 years, and do not reflect the Escondido community as a whole. Orange Glen High School has experienced declining enrollment due to transfers to other schools, a proliferation of charter schools in the area, and declining enrollment at the elementary school level.

The school is currently in the middle of full 6-year accreditation status. The 2017 Visiting Committee found that "...the follow-up process is sound and that the school's admin has in place a good system for both monitoring and accomplishing the action plan." Based on previous WASC recommendations and its own desire for continuous improvement, Orange Glen staff has developed a system to regularly review pertinent data and respond to identified academic and social needs of all students.

## 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).

LCAP Survey: This survey was used to help EUHSD gather feedback on the district's progress towards its LCAP goals, including current performance, areas for improvement, and future actions. The results showed parents are interested in more access to school counselors and policies to enhance school safety.

[http://bit.ly/LCAP\\_Priorities](http://bit.ly/LCAP_Priorities)

[http://bit.ly/Parent\\_LCAP\\_Survey](http://bit.ly/Parent_LCAP_Survey)

CSSS Survey: These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and Local Control and Accountability Plan (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. The PBIS team at Orange Glen used the results of this survey to create Patriot 10, a two-year plan to increase positive relationships, school safety, and academic performance.

[http://bit.ly/CSSS\\_OGHS](http://bit.ly/CSSS_OGHS)

GEAR Up Survey: This survey demonstrated the difference between students who accessed assistance with GEAR Up and those who did not. It also showed us how many graduating seniors understood a-g requirements for university admittance and the student's overall knowledge about services offered by GEAR Up.

[http://bit.ly/GEARUP\\_OG](http://bit.ly/GEARUP_OG)

### **Classroom Observations**

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

Instructional Focus: All students communicate their thinking, ideas, and understanding by effectively using oral, written, and/or nonverbal expression.

2017-18 school year:

Fall Semester: Learning Walks focused on the Schoolwide Learning Outcomes (SLOs) for our upcoming WASC visit in November 2017.

Spring Semester: Learning Walks focused on academic rigor and DOK levels in each classroom based on weekly administrative observations and more formal learning walks conducted in coordination with the SDCOE.

Learning Walk Data: [http://bit.ly/Learning\\_Walk\\_Data](http://bit.ly/Learning_Walk_Data)

District and site administrators routinely participate in Learning Walks throughout ELA, Mathematics, Science, and Social Science classrooms. Data from the walk-through visits were shared with staff and leadership. Teachers have participated in the county Learning Walks to collect data and debrief about various instructional components to enhance rigor. Administrators conduct informal walk through visits to provide feedback to teachers. The district recently adopted the Targeted Feedback reflective cycle for teachers to receive targeted feedback on their areas of focus. Teachers are encouraged to develop cycles of targeted feedback within their departments as well.

Administration gathers and reviews data regarding student progress in core content areas. Administration shares this data with PLC groups. Administration attends workshops that address instruction and curriculum in key content areas. Administration and teachers participate in Learning Walks and other formal and informal observations to spot trends in instruction which will be addressed in future professional development.

The goal of the Learning Walks is to collect data that sheds light on district-wide patterns and trends around the district's instructional focus. Teachers and administration examine evidence of teaching and learning and analyze strengths and areas for growth and determine the next steps to improve teaching and learning. Observations from learning walks show that teachers are employing strategies learned from district-wide professional development.

SDCOE Learning Walk information is attached at the end of this document.

The assistant principals have designated one day a week reserved for walkthroughs and these are reviewed every Tuesday in our admin meeting. The data gathered during these walk-throughs was shared with department chairs and PLC leads as well as district personnel.

### **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)**

Our needs assessment-look at current SPSA for a sample (look at test scores, D/F data, all LCAP goals)

Grade data for ELA 9 and Math 1: [http://bit.ly/ELA9\\_Math1](http://bit.ly/ELA9_Math1)

Use FORM A: Planned improvement in Student Performance (the part above the Action and Services) "Identified Need"

After analyzing student achievement data from a variety of sources, we acknowledge that not all students are achieving at the levels necessary for college and career readiness. Achievement gaps remain, predominantly among our significant student populations. Data examined included:

AMAO Data

Course completion rates

UC A-G completion rates

EAP data

AP Course and Exam data

Core Course grades in the 9th grade

CAASPP data is shared with staff during staff meetings and in Professional Learning Communities (PLCs). CAASPP data shows an overall decline in student performance over the last two years in both English Language Arts and Mathematics.

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

Common assessments: All core academic departments have a set of common assessments that are administered, evaluated in PLC groups, and used to modify instruction. These assessments have evolved as new standards are rolled out by the state. Common assessments in English Language Arts and Social Science are designed to prepare students for the types of questions they will encounter on the CAASPP.

CELDT: California English Language Development Test (CELDT) data is used to help teachers gauge the reading, writing, listening, and speaking levels of their English Language Learners. With this data, the teacher will be able to identify student language needs and understand student performance levels in the four English Language Arts domains: Reading, Writing, Listening, and Speaking. Knowing the CELDT scores also helps teachers lesson plan and provide necessary scaffolding based on indicated student need. This is critical for the high population of English Language Learners in our district and our school. This is also a major LCAP goal.  
and

ELPAC: English Language Development (ELD) standards are reflected in rubrics for presentations, grammar quizzes, and small group collaboration. Teachers are developing more purposeful and formal speaking assessments to accompany the current daily formative speaking assessments. Teachers and district personnel will shift curriculum, instruction, and assessment to align with the English Language Proficiency Assessments for California (ELPAC).

Data Reflections in PLC: For the last two years the ELA and ELD departments have engaged in Data Reflection Sessions for Illuminate and common writing assessments for every unit. These reflection sessions allow teachers to look critically at the curriculum and develop common agreements about how to help students achieve the standards. Teachers use Professional Learning Communities (PLC) time to examine student work in their discussions surrounding common assessment design, curriculum, lesson planning, grading practices, research-based teaching ideas, and student performance data review. Teachers use Data Reflection to determine what skills need to be retaught.

Academic Intervention Data review: The academic intervention team reviews freshmen grade data weekly and determines, based on their grades in English classes, who may benefit from receiving extra support whether that be targeted and specific skill-based interventions, getting caught up in classes, and/or providing assistance with writing and projects.

Counselor data review for graduation seniors (junior and senior progress)

### Staffing and Professional Development

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

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. All OGHS teachers are fully credentialed.

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

100% fully in compliance

Orange Glen High School and the Escondido Union High School District have worked to develop a comprehensive staff development plan that addresses the needs of the current student body. Much of the work currently involves the implementation of Common Core Standards, Next Generation Science Standards, and preparing students to meet the challenges of Smarter Balanced Assessments. Additionally, the improvement of classroom instruction is at the heart of all professional development activities. The school is mindful of the need to ensure that all students receive a full array of social and emotional support, in addition to academic supports. Therefore, the current staff development offerings include training to enhance staff abilities in dealing with all aspects of youth development. The chart below details the types of staff development offered from 2013-2017.

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

PD and its alignment to our standards (all in alignment to CA frameworks- TDG, NGSS, ELD, PBIS to address student needs.

Teachers Development Group (TDG)

TDG is a consulting firm based out of Oregon that provides mathematics teachers and administrators with professional learning centered around the Habits of Mind and Habits of Interaction reflected in the Standards for Mathematical Practice. Each school site conducts four three-day inquiry cycles which includes dedicated time with administrators, with a studio teacher, release day for lesson observation, and follow up in class coaching. The EUHSD has been committed to this professional learning opportunity since 2014.

Mathematics Summer Institute

In 2015-16, the EUHSD transitioned its mathematics program from a traditional pathway of courses to a more integrated approach as outlined within the California Content Standards. In June 2015, nearly 40 EUHSD mathematics teachers took part in a five-day workshop conducted by trained program consultants with assistance from EUHSD personnel. The training was repeated again in June 2016 as the district transitions its integrated math program over the next three years. Every teacher presently teaching either Math 1 or Math 2 has been trained in the instructional resources and pedagogy.

Science Common Core PD and Performance Task Development (CSUSM led)

This was not done during the 2013/14 school year, but was done in 2011/13 and 12/13 as a way of helping to build capacity of lesson design, language objectives, and introduction to the literacy standards emerging with the CCSS.

All OG science teachers were invited to attend. Approximately 10 teachers district wide attended all four sessions held throughout the year and brought student work to review. Follow up coaching was offered by the Literacy Specialist.

New ELL Standards PD

OG ELD teachers and administration participated in a two-day training hosted by the SDCOE designed to deepen understanding the core structure and layout of the CCSS ELD standards, the new progressions of learning, the connection to the CELDT levels, and how these new standards will be implemented at sites and within and across curriculum for all teachers at all levels - specifically focusing on how to create a common understanding with all teachers as everyone has EL students within their classrooms.

In the current year, 2016-17, the concept of Positive Behavior Intervention System (PBIS) was introduced school-wide, which looks to improve student performance/behavior, teacher-student relations, and a positive atmosphere in class and campus. The Learning Center has chosen to focus our efforts on heralding student achievement and fostering a positive, academic atmosphere in three areas: attendance, course completions, and Grade Point Average.

Regarding Positive Behavior Intervention and Supports (PBIS) schoolwide behavior expectations, staff were all invited to contribute ideas to how students should be expected to behave in all contexts while at school. The 2016-17 school was the first year of OGHS's roll-out of the PBIS plan. The staff was asked to identify the most concerning behavioral issues, then a leadership team was created to address these issues. The leadership team met twice a month to brainstorm ideas for proactive and positive interventions and for corrective actions. The team also developed a preliminary schoolwide "Guidelines for Success" matrix that was reviewed and revised by the staff. This collaborative effort, to develop a comprehensive behavior intervention and support plan, will continue next year.

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



## English Language Arts/English Language Development Data Reflection Sessions

For the past two years, EUHSD ELA/ELD teachers have utilized PLC and release time for grade 9-11 teachers to engage in data reflection sessions aimed to deepen understanding of student progress in meeting learning targets outlined within the ELA and ELD curriculum. Teachers are released three or four days during the year to examine unit writing tasks against a common writing rubric, to calibrate grading, and to determine specific writing commitments for re-teaching various skills. Site administrators overseeing ELA/ELD participate alongside teachers in order to support curriculum implementation. Data Reflection Sessions and Writing Calibration workshops are facilitated by EUHSD Literacy TOSAs.

## Beginning Teacher Support and Assessment (BTSA)

The EUHSD offers newly hired and newly credentialed teachers an opportunity to work alongside EUHSD BTSA Support Providers in order to meet the California Commission on Teacher Credentialing requirements. Teachers meet with EUHSD BTSA personnel on a monthly basis and collaboratively plan for the artifacts and outcomes necessary to clear their preliminary teaching credential.

**Conferences & Workshops** The EUHSD provides classified, certificated, and administrative staff with a myriad of opportunities to attend local and national workshops on topics that directly align to the district's LCAP initiatives and Board Goals. These include the following: ? PLC Summer conference (ongoing) ? AVID Summer conference (ongoing) ? Read 180 Summer conference (2012-13) ? SHEG Institute Training at Stanford University (2014-15) ? College Career Readiness Conference (2014-15) ? Gear Up Conference (2014-15) ? Drug Impairment Training for Ed professionals (2016) ? 7th Annual Safe Schools Conference (2016) ? North County AVID Tutor Training (2016) ? UC Counselor Conference High School Track (2016) ? Leadership Seminar on Mathematical Professional Development (2017) ? Professional Learning Communities at work Solution Tree Summit (2017) ? Solution Tree summit on assessment and grading (2017) ? National Association of Biology Teachers NABT Professional Development Conference (2016)

## Leaders and Learning Grant Advanced technology and English Learner instructional strategy support

EUHSD is in its fifth and final year of the Leading and Learning Grant with California State University San Marcos. The grant aims to provide high-quality professional learning to teachers focusing on the integration of research based strategies designed to meet the needs of English Learners. Teachers voluntarily participate in the grant, which is conducted on four one-half day Saturdays. The content is facilitated by EUHSD Literacy TOSAs, the English Learner Specialist for the EUHSD, and faculty at CSUSM. A portion of the LAL grant is the commitment of technology, such as Chromebook and/or IPAD carts with an emphasis on providing differentiation to English Learners through the use of technology. Lessons are shared on My Big campus and presenters provide feedback via the learning space and each of the workshops reinforce the essential ELD skills – reading, writing, listening, speaking – with specific emphasis on reading and writing

## Technology skills (Instructional Strategies for the Classroom and Common Core focus)

For the past five years, the EUHSD has been committed to a roll out of various technology devices within EUHSD classrooms for a 1-1 implementation during the school day. The rollout includes two days of professional learning aimed at utilizing the devices and sharing some key practices to enhance lesson design to account for integration of technology. ELA/ELD, Social Science, Science, and World Language teachers have received and/or are receiving carts for their classroom use.

## English Language Arts/English Language Development Data Reflection Sessions

For the past two years, EUHSD ELA/ELD teachers have utilized PLC and release time for grade 9-11 teachers to engage in data reflection sessions aimed to deepen understanding of student progress in meeting learning targets outlined within the ELA and ELD curriculum. Teachers are released three or four days during the year to examine unit writing tasks against a common writing rubric, to calibrate grading, and to determine specific writing commitments for re-teaching various skills. Site administrators overseeing ELA/ELD participate alongside teachers in order to support curriculum implementation. Data Reflection Sessions and Writing Calibration workshops are facilitated by EUHSD Literacy TOSAs.

## Teachers Development Group (TDG)

TDG is a consulting firm based out of Oregon that provides mathematics teachers and administrators with professional learning centered around the Habits of Mind and Habits of Interaction reflected in the Standards for Mathematical Practice. Each school site conducts four three-day inquiry cycles which includes dedicated time with administrators, with a studio teacher, release day for lesson observation, and follow up in class coaching. The EUHSD has been committed to this professional learning opportunity since 2014.

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

Since 2009, the EUHSD has been committed to the implementation of PLC at all school sites. Each school site has adjusted its bell schedule to allow for early release or late start days so that teachers can engage in the PLC process. Each school site as a PLC Lead Teacher and various content lead teachers who assist in facilitating PLC time designed to examine student progress in meeting learning outcomes reflected within the curriculum.

The EUHSD provides for a period release for each EUHSD PLC Site Lead teacher. Meetings for alignment of practice are held at the EUHSD office each month and involve the participation of the site leadership. Emphasis is on building capacity for school and district wide implementation of the best practices of a PLC, based on the DuFour models. Site leadership and Site PLC leads attended a three day intensive refresher workshop in the summer with full participation from OGHS on the foundational understandings of building a PLC culture All core academic departments have a set of common assessments that are administered, evaluated in PLC groups, and used to modify instruction. These assessments have evolved as new standards are rolled out by the state. Common assessments in English Language Arts and Social Science are designed to prepare students for the types of questions they will encounter on the CAASPP. The teams also refocused their meeting discussion efforts around the DuFour's data-driven primary PLC questions: What is it we expect our students to learn?(essential standards), How will we know when they have learned it?(team developed common assessments), How will we respond when some students don't learn?(systematic interventions), and How will we respond when some students already know it?(extended learning). Remaining focused on these PLC questions remains an area of growth for most PLC teams.

### Teaching and Learning

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

Continue to provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks; lessons, as well as formative and summative assessments aligned with state adopted content standards, and assessments.

Curriculum Council meets each year to vote on curriculum adoption. Current curriculum are further discussed in department and PLC teams as to their tested effectiveness and alignment with the CCSS, and are modified or supplemented if needed.

The school places high value on PLC time. PLCs often spend time analyzing student work, discussing class performance, and supporting each other with new, Common Core aligned curriculum. This practice helps increase student success in meeting the Common Core standards the Schoolwide Learner Outcomes. During the 2016-17 school year, PLC teams created SMART goals and work together to meet those goals in order to increase student achievement.

Next Generation Science Standards (NGSS) aligned formative lab assessments were written collaboratively by science teachers from all EUHSD school sites.

The Social Science department will meet during Summer 2017 to re-align the curriculum and assessments. In the past, the department has met on their own to discuss and build common assessments. World and U.S. History teachers decided to use Stanford History Education Group (SHEG) formative assessments which encourage students to think like a historian and analyze primary and secondary sources, contextualization, corroboration, and more. This approach is effective because students are no longer memorizing facts and dates. Instead students are forming complex opinions on historical sources.

The Special Education department at OGHS recognizes the importance of using a modified version of grade level, standards based curriculum in all basic core classes. Curriculum and common assessments in all subject areas is aligned to 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)

The Williams Act is taken very seriously by the District Service Center (DSC) and Orange Glen High School. All students must have board-approved materials on the first day of enrollment in a course. Also, materials must be in good condition. Materials are repaired and reconditioned during the summer. The LMT works 12 months in order to accomplish this. Textbooks are inventoried and ordered in Spring for the upcoming school year. Site work closely with the DSC to ensure sufficiency of materials. Titles approved by curriculum directors. Library books currently order popular titles based on school Library Journal reviews and teacher recommendations. Will be dialoguing with DSC about acquisitions for 2017-18 school year. Worldbook Online Database and site license for all schools in the district. Calculators for CP math courses are inventoried and reconditioned frequently as are textbooks.

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)

Our curriculum is constantly updated to ensure it is aligned to the latest learning standards and is instructed by caring professionals who engage in their own professional learning so they can provide a world-class education to our students. Like school districts across the nation, our curriculum has and continues to be updated to better align to the wave of new learning standards and frameworks designed to help ensure students are prepared for success in the 21st century. Our curriculum approval process is robust and allows teachers and community members to provide direction and input.

Opportunity and Equal Educational Access

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

Intervention team: The intervention team studied the school's current and past intervention options for students who are struggling and piloted some intervention systems during the 2017-18 school year. The team focused on freshmen who are most at-risk for not being successful their first year of high school. The vision of the intervention team is to develop and implement academic support systems and structures that ensure first time success for ALL freshmen.

Literacy Skills class: This course is designed to assist students who have not been successful in school to develop the habits necessary for them to achieve in school, to be on track for graduation, and to see education and/or career goals beyond high school. Emphasis will be placed on recognition of students' strengths, success, and growth as well as their personal assets. Time will be spent in building the assets students will need for school success, developing effective strategies to deal with personal challenges or past school failure, and setting goals for the future.

Math Exploration, team discussions about interventions and eventual movement to the RTI model with a strong emphasis on effective first time instruction.

OGHS also offers after school tutoring and Saturday School to give students additional time and support to build the skills needed to achieve academic success.

14. Research-based educational practices to raise student achievement

Visible teaching in learning, high effect strategies, all literacy routines are based on research. Now literacy is embedded in all four content areas. Literacy TOSA job description

## Parental Involvement

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

Parent Liaison: A full-time parent liaison was hired in late (April) Spring 2016 to coordinate the school's many educational programs and to provide intensive assistance to parents, families and caregivers. The parent liaison and other family assistance programs strive to assist parents and caregivers with any challenges they may be experiencing with their children. Experienced school personnel answers questions and help parents troubleshoot the high school experience. Classes include parenting skills, college awareness, basic computer skills, and classes to assist parents on navigating the U.S. school system and monitor student's grades and attendance through ParentVUE, an online system/app. The Parent Liaison worked with parents through weekly parent meetings, individual conferences, and off-campus conferences (CABE). She met with parents individually to help provide resources, answer questions, or to point them in a direction to support their student in improving school performance. She provided translation in English and Spanish to parents regarding grades or if students were in danger of failing a course, per teacher request. Orange Glen High school works with the Parent Liaison and offers Financial aid workshops. This is hands on training with school professionals to ensure accuracy on the FAFSA or Dream Act Applications for financial help for college. Major changes has happened for free application for federal student aid (FAFSA). Students can submit FAFSA earlier, and have an earlier indication of how much they and their family can expect so this will help families and students with budgeting for the upcoming school year. The School's Parent Liaison collaborates with a counselor to present pertinent information regarding graduation requirements, A-G requirements, post-secondary options, and school expectations to parents and community members. Workshops are tailored to Spanish speaking families through the bilingual staff. Evaluations are distributed after workshops to gather qualitative data regarding effectiveness of program. This component is still in development.

The parent liaison and other family assistance programs strive to assist parents and caregivers with any challenges they may be experiencing with their children. Experienced school personnel answers questions and help parents troubleshoot the high school experience. Classes include parenting skills, college awareness, basic computer skills, and classes to assist parents on navigating the U.S. school system and monitor student's grades and attendance through ParentVUE, an online system/app.

PIQE: The Parent Institute for Quality Education (PIQE) Nine-Week Parent Engagement in Education Program is designed to provide families with the knowledge and skills needed to partner with OGHS to make sure that our students achieve their full potential and that parents understand the high school system. Throughout these nine weeks, the program's goal is to educate, empower and inspire parents and legal guardians to take an active role in encouraging and enabling their children to stay in school, improve their academic performance, develop healthy and constructive relationships with their parents, teachers, and counselors as well as to focus and prepare themselves for a post-secondary education. The presentations vary every week and the curriculum ranges from identifying the A-G requirements to how to read a high school transcript and how to help and foster a student's academic and personal interests to a session of questions and answers with the principal and a counselor, and ultimately, a graduation to which every family members is invited to attend to cheer on the parent/guardian's commitment and knowledge acquired over the last two months of the program's duration. We had 55 parents and one student graduate on May 29, 2018.

DLAC, ELAC: English Language Advisory Committee (ELAC) meets four times a year to evaluate how students who are acquiring English as a second language are served by the school. Our parents also participate in District-level English Language Advisory Committee (DELAC) to evaluate how EL students are supported by the school. All communication is provided in English and Spanish. ELAC Meetings Parents of English learners are invited to attend meetings to discuss ways to promote more biliteracy, redesignation of English learners, and earners of the Seal of Biliteracy. Additionally, ELAC provides parents with information about graduation requirements, reading transcripts, paying for college, and other resources.

### 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)

ConApp is the report Janet files 2x a week for Federal Funds, oversight for all Title I, II, and III monies spent. DLAC and ELAC are asked to approve and to give feedback and the SSC also participates in this process. Cut and paste from WASC ELAC and DLAC as well as the SSC

## Funding

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

Literacy TOSA for (2) Sections  
EL TOSA for (2) Sections  
ELD I, II, III ( one ELD I, two ELD II, and two ELD III) Total: (5 Sections)  
Intervention TOSA (4 sections)  
Math Exploration (1 section)  
Literacy Support Classes (2 sections)

### 18. Fiscal support (EPC)

## **Description of Barriers and Related School Goals**

Synergy: Most teachers input grades regular into Synergy. The effectiveness of this program is limited by the number of teachers who use an alternative program. Academic support staff are limited in their ability to provide effective intervention and supports by this lack of uniformity. Multiple grade platforms also prohibit the ability for the intervention team to run live grade queries in order to monitor progress towards our student achievement goals. There are plans to require all teachers to use Synergy in the near future. (((((((straight out of the WASC report. What are these "plans"???)????)))))))))

Bell schedule: Since 2009, the EUHSD has been committed to the implementation of PLC at all school sites. Each school site has adjusted its bell schedule to allow for early release or late start days so that teachers can engage in the PLC process. OGHS's current bell schedule provided 16 early release Mondays dedicated to PLC time. The WASC Self-Study process revealed that this was not enough time and in order to strengthen the work of the PLCs, OGHS needed a change in the bell schedule. The 2018-19 bell schedule will now have early release every Monday in order for PLC teams to meet more regularly.

Tutorial length: Students have a 30 minute tutorial period that occurs every day except on certain minimized schedule days (finals days and rally days) that rotates. Students attend this tutorial period with one of their regular teachers. Most teachers use this time to support students who need to complete work, ask questions, or require more time to complete assignments. Some teachers use this time as additional instructional minutes. The WASC Self-Study report revealed that tutorial is underutilized. The Bell Schedule Task Force discussed the possibility of lengthening tutorial to 45 minutes. More time would allow for strategica academic interventions to take place.

Grading policies: During the 2016-17 school year, the district formed a Grading Initiative Committee. The goals of the committee are to unpack our thinking around grading, discuss research about what constitutes equitable grading, and interrogate our own belief systems around grading. The committee is composed of teachers and administers from all sites. The committee is optimistic that having a more uniform philosophy around grading practices will increase student enrollment. The work in this committee is supported by Professional Development opportunities with Solution Tree. There is currently no standardized grading policy. Teachers are required to keep a record of student grades, but they individually decide the contributing factors. There is a great need for grading reform at OGHS. During the 2016-17 school year, the district started a Grading Initiative Committee. This committee is tasked with looking at grading data and trends and to think deeply about grading practices.

Academic and behavior interventions: Something about the decrease in our use of SSTs and options for academic and behavior interventions.

OGHS teachers will improve instructional practices as evidenced by a 2% annual increase in first time pass rates in core academic classes.

By November 2019, OGHS will have planned, organized, and implemented a systematic academic intervention and support program that assists targeted students in achieving at the highest possible levels.

OGHS will improve student connection to school through improved safety, academic performance, and positive relationships by 10% annually as measured by PBIS surveys, California Healthy Kids survey, counselor data sets, CAL PADS, and attendance data.

## 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	462	450	463	456	436	459	456	436	457	98.7	96.9	99.1
All Grades	462	450	463	456	436	459	456	436	457	98.7	96.9	99.1

\* 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	2599.5	2577.0	2572.6	20	18.35	20.13	40	32.11	31.73	25	24.54	22.98	15	25.00	25.16
All Grades	N/A	N/A	N/A	20	18.35	20.13	40	32.11	31.73	25	24.54	22.98	15	25.00	25.16

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	24	24.31	24.51	60	45.41	49.89	16	30.28	25.60
All Grades	24	24.31	24.51	60	45.41	49.89	16	30.28	25.60

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	31	26.15	25.38	48	46.33	42.67	21	27.52	31.95
All Grades	31	26.15	25.38	48	46.33	42.67	21	27.52	31.95

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	19	16.51	19.04	67	62.39	60.18	14	21.10	20.79
All Grades	19	16.51	19.04	67	62.39	60.18	14	21.10	20.79

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	40	32.11	31.95	49	46.10	43.54	11	21.79	24.51
All Grades	40	32.11	31.95	49	46.10	43.54	11	21.79	24.51

**Conclusions based on this data:**

1.



## 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	462	450	462	454	434	457	454	434	457	98.3	96.4	98.9
All Grades	462	450	462	454	434	457	454	434	457	98.3	96.4	98.9

\* 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	2542.6	2519.4	2522.6	5	4.61	2.63	18	12.90	16.85	31	22.12	24.95	46	60.37	55.58
All Grades	N/A	N/A	N/A	5	4.61	2.63	18	12.90	16.85	31	22.12	24.95	46	60.37	55.58

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	12	9.68	5.91	32	21.66	28.01	56	68.66	66.08
All Grades	12	9.68	5.91	32	21.66	28.01	56	68.66	66.08

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	7	5.99	8.53	55	41.01	45.73	38	53.00	45.73
All Grades	7	5.99	8.53	55	41.01	45.73	38	53.00	45.73

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	9	6.22	6.78	65	59.91	57.99	25	33.87	35.23
All Grades	9	6.22	6.78	65	59.91	57.99	25	33.87	35.23

#### Conclusions based on this data:

1.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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:

<b>SUBJECT: Academic Achievement</b>
<b>LEA/LCAP GOAL:</b>
Hold high expectations for and improve academic achievement so that all students graduate college and career ready from the Escondido Union School District.
<b>SCHOOL GOAL #1:</b>
OGHS teachers will improve instructional practices as evidenced by a 2% annual increase in first time pass rates in core academic classes.
<b>Data Used to Form this Goal:</b>
Grade distribution data to be collected after every progress report and at the semester Progress reports Semester grades Student interviews PLC minutes English: CAASPP scores ELD: ELPAC scores Math: CAASPP scores Illuminate Common Assessments/benchmarks IABs – CAASPP Math and English
<b>Findings from the Analysis of this Data:</b>
We have not yet met our goal to improve the academic achievement of all of our students.
<b>How the School will Evaluate the Progress of this Goal:</b>
PLCs and administration will continue to analyze and make curricular decisions based on grade distribution data. Continued professional development for teachers that focuses on best practices. Grade distribution data will be collected and analyzed after every grading period. PLC teams will use grade distribution data to make informed instructional decisions. PLC Professional Learning with Dr. Luis Cruz February 5th, (School leadership team to form a “guiding coalition”) February 26th, (PLC leads) and May 7th (All staff) during PLC time. Topics covered include: Improving the Efficacy of First Time Instruction, Response to Intervention, and actionable data protocols. Increase the use of data to guide instructional decisions.

Create a systematic method of sharing data with all stakeholders. (For example, all teachers using the same grading platform.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a team with (2) Intervention TOSAs and our Academic Dean to identify at-risk students early and to provide each student with the support needed to improve their academic performance English and Math as well as the content areas . This team will also include an EL TOSA to help us monitor and track the process of our current English Language learners and those who have been recently reclassified as fluent in English.	2018-19 School Year	Academic Dean Intervention TOSAs All Admin	Intervention TOSA (3) Sections	1000-1999: Certificated Personnel Salaries	Title I	70,000
			EL TOSA Content Support (1) Section	1000-1999: Certificated Personnel Salaries	Title III	16,000
			Literacy Support Sections (1)	1000-1999: Certificated Personnel Salaries	Title I	24,000
			ELD I (2 classes-4 sections), ELD II (2) Sections, ELD III (2) sections	1000-1999: Certificated Personnel Salaries	Title I	192,000
			Literacy Content TOSA (2) Sections	1000-1999: Certificated Personnel Salaries	Title I	48,000
			EL TOSA (2) Sections	1000-1999: Certificated Personnel Salaries	Title I	48,000

## 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:

<b>SUBJECT: Effective Instruction and Leadership</b>
<b>LEA/LCAP GOAL:</b>
Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity to advance and ensure successful implementation of district goals and initiatives.
<b>SCHOOL GOAL #2:</b>
By November 2019, OGHS will have planned, organized, and implemented a systematic academic intervention and support program that assists targeted students in achieving at the highest possible levels.
<b>Data Used to Form this Goal:</b>
Grade distribution data in targeted subject areas CAASPP scores Learning Walk data as compiled with the San Diego County Office of Education EL PAC scores and RFEP data
<b>Findings from the Analysis of this Data:</b>
We need to improve our students' performance in class and on their annual exams by continuing to improve the teaching and learning site-wide.
<b>How the School will Evaluate the Progress of this Goal:</b>
Reevaluate the bell schedule examining opportunities that allow for embedded intervention, support for struggling students, and an increase in instructional minutes. Professional development focused on strengthening first time instruction. Collect achievement data on all students who receive academic interventions and share this data with all staff. Create an Intervention Team of teachers, counselors, and administrators tasked with providing quality academic support for at-risk students. Create a specific space on campus for students to receive academic support. Create a referral form for teachers to use to recommend students. Better utilize tutorial time for strategic academic interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued work with PLC groups to build each team's capacity. Create a comprehensive professional learning plan in coordination with the District Office to ensure internal coherence. Contract with Solution Tree and other educational groups to continue our professional learning in all content areas. Monitor the application of professional learning and provide feedback to teachers and staff regarding the successful implementation.	2018-19 School Year	PLC Coordinator PLC Leads All Admin	PLC Leads- Hourly Timecards for	1000-1999: Certificated Personnel Salaries	Title I	18,000
			Professional Development for Teachers and Staff Members	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	13,500

## 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:

<b>SUBJECT: Support to Students</b>
<b>LEA/LCAP GOAL:</b>
To prepare students to graduate from EUHSD college and career ready, provide systemic support services focusing on academic, career and personal/social development.
<b>SCHOOL GOAL #3:</b>
OGHS will improve student connection to school through improved safety, academic performance, and positive relationships by 10% annually as measured by PBIS surveys, California Healthy Kids survey, counselor data sets, CAL PADS, and attendance data.
<b>Data Used to Form this Goal:</b>
Grade distribution data Testing data: SBAC, CAST, EL PAC, AP tests, PSAT, SAT, and SRI CA Healthy Kids survey results Attendance and tardy rates Graduation rates
<b>Findings from the Analysis of this Data:</b>
OGHS has seen our suspension and expulsion rates rise this year. We will continue to teach PBIS strategies to teachers, staff, students and parents next year to strengthen our Tier I supports and reduce our percentages of students suspended and/or expelled.
<b>How the School will Evaluate the Progress of this Goal:</b>
Increase the percentage of students responding positively regarding school climate questions on the CA Healthy Kids Survey. In-house surveys related to Patriot 10. Review, reinvigorate and expand school award and recognition programs. Decrease the expulsion rate from the previous year by 0.05%. Decrease the cohort dropout rate for the class of 2018 by 0.5%. Reduce the percent of second offenses for substance abuse for students participating in PAD program by 3%. Reduce the percent of second offenses for bullying for students participating in bullying program by 3%. ASSETs Contact Data for After School Programs Tallies of students taking ASB classes Rosters of students involved in team sports Data on CTE Course Completers

LCAP Student and Staff Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue to teach PBIS strategies to all stakeholders</p> <p>Gather data to determine which strategies need to be re-taught</p> <p>Work in all 9th grade classes to explicitly teach behavioral expectations</p> <p>Work on restorative practices as opposed to suspensions in the AP office</p> <p>Work with our Attendance TOSA to improve chronic truancies and tardies</p> <p>Continue to work with counseling to track student achievement and keep students on track to graduate.</p> <p>Provide credit recovery options during the day to enable students to remediate their failing grades</p>	2018-19 School Year	<p>All Admin</p> <p>Counseling Team</p> <p>PBIS TOSA</p> <p>Attendance TOSA</p> <p>Learning Center</p> <p>Credit Recovery</p> <p>Teachers</p> <p>9th grade teachers</p>	<p>All stakeholders listed collaborating to teach expectations and employ PBIS strategies to improve student outcomes.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p>	<p>5,000</p>



## 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:

<b>SUBJECT: Engaged Parents</b>
<b>LEA/LCAP GOAL:</b>
Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.
<b>SCHOOL GOAL #4:</b>
Increase student career and college awareness and readiness through campus procedures and improved parent education and involvement programs.
<b>Data Used to Form this Goal:</b>
LCAP Parent Survey Results Parent Center Surveys DLAC and ELAC meeting minutes
<b>Findings from the Analysis of this Data:</b>
Our families want more opportunities to be involved in their students' educations. They are also interested in attending more classes to improve their understanding of high school requirements and university entrance requirements.
<b>How the School will Evaluate the Progress of this Goal:</b>
LCAP Parent Survey Results Parent Center Surveys DLAC and ELAC meeting minutes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Contract with outside agencies for parent education opportunities Work with EUHSD Adult Ed to offer classes parents would like to take on our campus (ESL, Parenting classes, etc.,) Fund a trip to CAFE for interested	2018-19 School Year	Parent Liaison All Admin Parent Leaders (ELAC, DLAC, and School Site Council)	Parent Education	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	8,619

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
parents next year						

## 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:

<b>SUBJECT: Safe and Respectful Environments</b>
<b>LEA/LCAP GOAL:</b>
Foster respectful, collaborative, safe and secure environments that support teaching and learning.
<b>SCHOOL GOAL #5:</b>
Increase student connection to school through improved climate and culture as measured by the California Healthy Kids Survey, LCAP surveys, and data regarding referrals to the front office.
<b>Data Used to Form this Goal:</b>
CHKS LCAP Surveys Synergy Discipline Data
<b>Findings from the Analysis of this Data:</b>
OGHS is committed to improving the climate and culture of our campus with a greater emphasis on relationship building and the use of PBIS strategies.
<b>How the School will Evaluate the Progress of this Goal:</b>
We will examine data in our Guiding Coalition to determine our next steps towards fostering a more respectful, collaborative, safe and secure environment for the students and the adults on campus. We will also continue to work with our PBIS Team and student leadership in ASB as well as collecting data from the sources listed above to monitor our progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Study our school data picture with the Guiding Coalition and brainstorm ideas to create a more positive working environment at OGHS for students and staff. Explicitly teach PBIS strategies to all students. Utilize restorative practices to	2018-19 School Year	Academic Dean PBIS team ASB teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
improve overall campus climate.						

## 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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Orange Glen High School 2018-19</b>
<b>SCHOOL GOAL #1:</b>
Academic Achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional material for ELA and ELD Support Programs	18-19 School Year	ED Services	LEAVE BLANK-Just Funding Source and Amount	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	27,501

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:
Effective Instruction and Leadership

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning including: Contracts and conference attendance Release period for PLC Lead	2018-19 School Year	ED Services		5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	47,7222

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>
Support to Students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Contract for Illuminate to support data analysis Contract for Shmoop to support college readiness	18-19 School Year	ED Services	Illuminate	5000-5999: Services And Other Operating Expenditures		14,214
			Shmoop	5000-5999: Services And Other Operating Expenditures		6,180

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:
Engaged Parents

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Contract for Blackboard to support regular communication and information exchange with families	18-19 School Year	ED Services		5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	7,107



Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:
Safe and Respectful Environments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Camp LEAD	18-19 School Year	ED Services		5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	5,000

## 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	AUTO POP	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	405,000.00
Title I Part A: Parent Involvement	8,619.00
Title I Part A: Professional Development (PI Schools)	13,500.00
Title III	16,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	416,000.00
5000-5999: Services And Other Operating Expenditures	13,619.00
5800: Professional/Consulting Services And Operating	13,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	400,000.00
5000-5999: Services And Other Operating	Title I	5,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	8,619.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	13,500.00
1000-1999: Certificated Personnel Salaries	Title III	16,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	398,000.00
Goal 2	31,500.00
Goal 3	5,000.00
Goal 4	8,619.00

## 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
Stacey Adame	X				
Tia D'Asaro		X			
April Branch		X			
Travis Putnam		X			
Joey Rewa		X			
Martha Sarabia			X		
Karen Mendiaz			X		
Blanca Cardenas				X	
Merida Serrano				X	
Haydee Hill				X	
Everardo Rayo Jr.					X
Anthony Gazpar					X
Natasha Hill					X
Vianey Vasquez (alternate parent)					
Jairo Yepez (alternate student)					
Marco Gamez (alternate teacher)					
Amanda Keena (alternate teacher)					
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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):**

X State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

X Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

X 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 October 4, 2018.

Attested:

Stacey Adame

Typed Name of School Principal

Signature of School Principal

Date

Travis Putnam

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date