

# The Single Plan for Student Achievement

**School:** William S. Hart High School  
**CDS Code:** 19-65136-1933902  
**District:** William S. Hart Union High School District  
**Principal:** Jason d'Autremont  
**Revision Date:** April 4, 2018

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

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

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**The District Governing Board approved this revision of the SPSA on May 2, 2018.**

## 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).

Staff members created surveys that were for students, parents and staff of Hart High School. The links for the student and parent surveys were posted on the front page of our website. Parents were directed to their locations via email and our administration referenced the survey in phone calls home to all Hart families and students were also told in class about the surveys. The staff was given information about the survey in a faculty meeting and also emailed a direct link to the staff survey through their school email system. Once the surveys were completed the Site Council met to go over the findings and discuss an action plan for meeting those perceived needs. Overwhelmingly our stakeholders felt that our students needed more access and opportunity for academic and personal intervention, increased communication, increased opportunities for college and career exploration, access to state of the art technology, access to drop-in tutoring, and increased opportunities for school and student involvement as well as parent involvement.

### **Description of Comprehensive Needs Assessment Process**

This section provides a description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment.

Besides the three surveys listed above, student data was also analyzed by staff to better understand the needs of the school. We were also fortunate to have current analysis data from a WASC midterm visit that is taking place in the spring semester of 2018 at Hart. Once all data was reviewed, the Site Council met to go over the findings and discuss an action plan for meeting those perceived needs. Overwhelmingly our community felt that our students needed more access and opportunity for academic and personal intervention, increased communication, increased opportunities for college and career exploration, access to state of the art technology, access to drop-in tutoring, and increased opportunities for school and student involvement as well as parent involvement.

### **Information on Academic Achievement**

This section provides a description of the information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards.

Math is a critical needs area. During the 2016 CAASPP administration 49% of students scored proficient or higher in the mathematical section. That number fell to 41% during the 2017 CAASPP testing. Our math department has created a plan to increase student engagement through a change in curriculum and differentiated instruction. The math department would also like to increase access to AP level math programs for all our students and assist all of our students by expanding their intervention and tutoring offerings. Language Arts also experienced a drop on proficiency levels last year from 82% to 79%. The English department's response to this drop has been to adopt new Common Core aligned textbooks. They plan to have students read and write more in class and at home, with a larger emphasis on informational texts. Our students also have a critical need to access technology and technology skills here at Hart. With around 40% of our students living in lower socioeconomic households they are not able to attain the 21st century skills they need at home. Most of our lower socioeconomic students can only access the internet on their phones or at a public library. This makes creating multimedia presentations and submitting assignments through the internet difficult or impossible for them. It is vital that they have access to cutting edge technology skills and equipment at school. They need to have these skills to apply to college and compete in an increasingly technological workplace.

### **Impact of Instructional Program**

This section provides a description of the impact of the instructional program on student achievement, and other factors determined by the LEA/School.

Students living in poverty come to school every day at a disadvantage. They do not have the same access to food, healthcare, shelter, technology, and other basic necessities. Consequently, their academic success is hindered in many cases by circumstances beyond their control. At Hart we see this difference in our students in the form of technology access and skills, athletic and performing arts participation and a gap in CAASPP scores in both math and English Language Arts. Our goal at Hart is to minimize these gaps through the use of our Title 1 funds. Our plan seeks to increase access to up to date technology in our math and English classrooms to support our textbooks' focus inquiry-based learning and collaborative learning. We also will facilitate small group learning through the addition of instructional assistants in the math and English classrooms of our most fragile learners. Part of our plan will also increase parent involvement by increasing communication and access. Educational research has shown all of these aforementioned strategies to be highly effective in increasing student achievement in secondary settings.

### **Annual Evaluation of Prior Year Plan**

This section provides a description of the results of the annual evaluation of the prior year's plan.

N/A

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	555	530	571	542	513	552	516	510	552	97.7	96.4	96.7
All Grades	555	530	571	542	513	552	516	510	552	97.7	96.4	96.7

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2651.3	2657.5	2653.2	37	44	42.21	40	38	37.14	14	12	13.77	4	6	6.88
All Grades	N/A	N/A	N/A	37	44	42.21	40	38	37.14	14	12	13.77	4	6	6.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	46	45	46.82	47	49	43.74	7	7	9.44
All Grades	46	45	46.82	47	49	43.74	7	7	9.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	50	56	57.71	43	38	34.66	5	7	7.62
All Grades	50	56	57.71	43	38	34.66	5	7	7.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	31	34.85	61	61	59.53	6	8	5.63
All Grades	31	31	34.85	61	61	59.53	6	8	5.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	48	55	54.26	44	40	38.84	3	5	6.90
All Grades	48	55	54.26	44	40	38.84	3	5	6.90

**Conclusions based on this data:**

1. The overall achievement scores of students at the "standard exceeded" performance band has risen and fallen over the course of the three years reported, with last year's number being higher than it was two years prior with meeting "standard exceeded".
2. The percentages of students at the "standard met" performance band decreased, while the percentage of students at the "standard nearly met" went down and then up, yet the "standard not met" levels increased.
3. The highest percentage of students in the "below standard" fall within the reading component (at 9.44%), while the highest percentage of students "above standard" fall within the writing component of the CAASPP (at 57.71%).

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	555	530	571	521	513	546	506	512	545	93.9	96.8	95.6
All Grades	555	530	571	521	513	546	506	512	545	93.9	96.8	95.6

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2625.7	2613.7	2608.4	19	16	17.25	31	33	24.22	28	25	31.01	20	26	27.52
All Grades	N/A	N/A	N/A	19	16	17.25	31	33	24.22	28	25	31.01	20	26	27.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	29	32	30.20	46	37	34.62	24	30	35.17
All Grades	29	32	30.20	46	37	34.62	24	30	35.17

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	20	20.07	56	60	52.49	19	20	27.44
All Grades	25	20	20.07	56	60	52.49	19	20	27.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	22	24.40	58	59	60.37	16	19	15.23
All Grades	25	22	24.40	58	59	60.37	16	19	15.23

#### Conclusions based on this data:

1. The majority of the students tested last year fall within the "standard nearly met" and "standard not met" band, at 58.53% combined percentage.
2. Student scores have fallen over the course of the last three years in mathematics.

3. The math concept with the highest percentage of students falling in the "below standard" performance band was in Concepts and Procedures, with 35.17% of students "below standard".

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	18	17	16	44	42	51	29	30	24	8	7	6	1	4	4
10	22	11	16	49	43	48	11	26	23	10	14	2	8	6	11
11	24	31	27	42	41	38	24	12	24	7	6	6	3	10	5
12	28	35	35	37	33	35	21	22	10	12	11	14	2		6
Total	22	22	22	44	41	44	21	23	21	9	9	6	4	6	6

#### Conclusions based on this data:

1. Students in the Advanced or Early Advanced proficiency level was at 66% in the 16-17 school year, which is a 3% increase from the 15-16 school year.
2. Fewer percentage of students are at the Early Intermediate or Beginning level in the 16-17 school year, in comparison to the 15-16 school year.
3. Overall, the smallest percentage of students fall within the Beginning proficiency level over the past three years.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	17	15	13	37	38	43	27	27	21	8	7	6	11	13	16
<b>10</b>	20	12	15	44	40	46	9	25	22	13	15	3	14	8	14
<b>11</b>	26	29	26	40	40	38	24	13	25	6	6	6	3	12	5
<b>12</b>	27	34	35	36	32	35	23	21	10	11	11	15	2	2	6
<b>Total</b>	21	20	21	40	38	41	20	22	20	10	10	7	9	10	11

#### Conclusions based on this data:

1. The percentage of students in the Early Intermediate and Beginning proficiency levels has stayed relatively consistent over the three years of reporting.
2. The percentage of students in the Early Advanced proficiency level has increased by 1% over two years.
3. The highest percentage of students fall within the Early Advanced proficiency level over the three years reported.



## School and Student Performance Data

### Student Enrollment by Group




Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.2%	0.1%	0.1%	5	2	3
African American	1.8%	1.7%	1.7%	42	39	39
Asian	3.4%	3.4%	2.7%	79	80	63
Filipino	1.6%	1.9%	2.4%	38	45	54
Hispanic/Latino	42.4%	44.2%	47.6%	985	1,035	1,095
Pacific Islander	0.2%	0.1%	0.2%	4	2	4
White	47.5%	45.3%	41.7%	1,105	1,061	960
Multiple/No Response	0.0%	0.0%	0.0%	0	0	1
Total Enrollment:				2,326	2,342	2,302

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	0	0	
Grade 8	0	0	
Grade 9	629	604	568
Grade 10	597	616	599
Grade 11	567	545	590
Grade 12	490	534	503
Total Enrollment:	2326	2,342	2,302




## School and Student Performance Data

### Equity Report

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

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	5
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		5	2
College/Career (9-12)	N/A	N/A	N/A

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

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:


1. An orange performance level in Suspension Rate indicates a need to review subgroups in this category as well as the increase or decrease from the previous reporting year.

## School and Student Performance Data











### Status and Change Report

#### Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		2,415	Medium 1.7%	Increased +0.7%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		2,415	Medium 1.7%	Increased +0.7%
English Learners		333	Medium 3.3%	Increased +1.3%
Foster Youth		16	High 6.3%	Increased +1%
Homeless		20	Very Low 0%	
Socioeconomically Disadvantaged		872	Medium 3.1%	Increased +1.3%
Students with Disabilities		268	Medium 3.4%	Increased +1.1%
African American		45	Very Low 0%	Declined Significantly -2.4%
American Indian		4	*	*
Asian		66	Very Low 0%	Maintained 0%
Filipino		56	Medium 1.8%	Increased +1.8%
Hispanic		1,153	Medium 2.5%	Increased +1.2%
Pacific Islander		5	*	*
Two or More Races		85	Very Low 0%	Maintained 0%
White		993	Low 1.1%	Increased +0.4%

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**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**


1. Certain subgroups of students show an increase in the percentage number of suspensions from the previous reporting period.
2. Suspension rate can be positively influenced by school culture, indicating a need for us to review possible ways to improve overall climate, school connectness, and student behavior through positive behavior interventions and relationship-building.

## School and Student Performance Data




### Status and Change Report

#### English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		320	Very High 89.1%	Increased +6.8%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.3%	Increased +1.3%
English Learner Progress (1-12)		Very High 89.1%	Increased +6.8%
Graduation Rate (9-12)		Low 83.6%%	Declined -2.4%
College/Career (9-12)	N/A	Low 25.5%	N/A

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

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:


1. English Learner progress is commendable, with a high blue performance level at 89.1% with a significant increase of +6.8% from the previous year.
2. Suspension Rate and Graduation Rate are areas of concern and focus for improvement.

## School and Student Performance Data







### Status and Change Report

#### Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Graduation Rate (9-12)		546	High 94.9%%	Maintained +0.5%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		546	High 94.9%%	Maintained +0.5%
English Learners		61	Low 83.6%%	Declined -2.4%
Foster Youth		3	*	*
Homeless		38	Medium 89.5%%	Declined Significantly -6.8%
Socioeconomically Disadvantaged		224	High 91.1%%	Maintained -0.1%
Students with Disabilities		72	Very Low 66.7%%	Declined Significantly -17.4%
African American		8	*	*
American Indian		0	*	*
Asian		27	Very High 96.3%%	Maintained -0.6%
Filipino		8	*	*
Hispanic		208	High 93.3%%	Increased +1.2%
Pacific Islander		0	*	*
Two or More Races		17	High 94.1%%	Declined Significantly -5.9%
White		278	Very High 96.4%%	Increased +1%

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

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. Overall Graduation rate has a high performance rating of green.
2. However, significant subgroups including English Learners and Students with Disabilities have declined significantly in Graduation Rate over the last year.

## School and Student Performance Data

### Status and Change Report

#### College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
College/Career	N/A	530	High 65.3%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students	N/A	530	High 65.3%	N/A
English Learners	N/A	55	Low 25.5%	N/A
Foster Youth	N/A	3	*	N/A
Homeless	N/A	37	Medium 51.4%	N/A
Socioeconomically Disadvantaged	N/A	215	Medium 51.6%	N/A
Students with Disabilities	N/A	56	Low 12.5%	N/A
African American	N/A	7	*	N/A
Asian	N/A	26	Very High 96.2%	N/A
Filipino	N/A	7	*	N/A
Hispanic	N/A	201	Medium 52.7%	N/A
Two or More Races	N/A	16	Very High 87.5%	N/A
White	N/A	273	Very High 70.7%	N/A

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### Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	549	70.4 points above level 3	-5 points
Mathematics (Grade 11)	543	20 points below level 3	-6.2 points



**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. There is no prior data to form a comparison for College / Career Readiness. Therefore, we will study these numbers as baseline data in order to make decisions about preparing more students for college & careers annually.
2. Students in Grade 11 overall scored 70.4 points above the required level 3 in English performance, decreasing slightly by 5 points from the year before.
3. Students in Grade 11 overall scored 20 points below the required level 3 in mathematics performance, decreasing slightly by 6.2 points from the year before.

## School and Student Performance Data

### Detailed Report

#### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	82.3%	89.1%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared
Class of 2016	65.3%	18.1%	16.6%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

#### English Language Arts

#### Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

**English Language Arts** 75.4 points above level 3 70.4 points above level 3

**Mathematics** 13.9 points below level 3 20 points below level 3

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

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. English Learner progress improved by 6.8% from 2016 to 2017.
2. Performance results scores in English for students in Grade 11 overall decreased by 5 points from the year before.
3. Performance results scores in Mathematics for students in Grade 11 overall decreased by 6.1 points from the year before.

## School and Student Performance Data

### Detailed Report

#### School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1% (24)	1.7% (41)

#### Conclusions based on this data:

1. Suspension rates increased slightly from 2016 to 2017.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	2015	2016	2017
Graduation	93.8%	96.9%	94.9%%


















Conclusions based on this data:

- 1. Graduation rates remain relatively consistent over 93% annually.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

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

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. Orange performance levels show that certain subgroups of students show an increase in the percentage number of suspensions from the previous reporting period indicating an area for improvement.
2. The overall green performance level for graduation rate is good. However, significant subgroups including English Learners and Students with Disabilities have declined significantly in graduation rate over the last year indicating an area for focus and added support.

## 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>LCAP Goal : LCAP Goal 1 - Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and</b>
<b>SCHOOL GOAL #1:</b>
Increase the teacher use of the 4C's from the Emerging level to the Proficient level during the 2017-18 school year by calling on teachers with more experience running online
<b>Data Used to Form this Goal:</b>
Parent surveys, teacher survey, Bright Bytes technology survey
<b>Findings from the Analysis of this Data:</b>
The surveys revealed that all stakeholders had a desire to increase student access to updated technology, digital tools, and technological skills.

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



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Increase student access to technology in the classroom.</p> <p>After reviewing the survey data listed above and the comprehensive needs survey with input from parents, teachers and students, evidence shows that our students need more direct access to technology and digital tools during the school day in order to develop technological skills needed for success in academics, college, and careers. Many of our students do not have access to technology in the home.</p> <p>A study at Stanford University conducted by Professor Darling-Hammond found that as school districts around the country consider investments in technology in an effort to improve student outcomes, a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk. The study identifies three important components to successfully using technology with at-risk students: interactive learning, use of technology to explore and create rather than to "drill and kill," and the right blend of teachers and technology.</p> <p>The report, Using Technology to</p>	August 2018	Principal Assistant Principal over Technology IT Specialist	<p>ChromeBooks (OBJ 4310)</p> <p>10 X ChromeBook Carts (OBJ 4420)</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>163812</p> <p>16188</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Support At-Risk Students' Learning, also identifies significant disparities in technology access and implementation between affluent and low-income schools. First, low income teens and students of color are noticeably less likely to own computers and use the internet than their peers. Because of their students' lack of access, teachers in high-poverty schools were more than twice likely (56 percent versus 21 percent) to say that their students' lack of access to technology was a challenge in their classrooms. More dramatically, only 3 percent of teachers in high-poverty schools said that their students have the digital tools necessary to complete homework assignments, compared to 52 percent of teachers in more affluent schools.</p> <p>Secondly, applications of technology in low-income schools typically involves a "drill and kill" approach in which computers take over for teachers and students are presented with information they are expected to memorize and are then tested on with multiple-choice questions. In more affluent schools, however, students tend to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
"When given access to appropriate technology used in thoughtful ways, all students-regardless of their respective backgrounds-can make substantial gains in learning and technological readiness," said Darling-Hammond, the faculty director of SCOPE. "Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compromised by the same disparities in dollars, teachers, and instructional services that typically plague these schools. These disparities are compounded by the lack of access to technology in these students' homes."						
<p>1.2 Purchase a secure browser for ChromeBooks to build an infrastructure of digital or online assessments to better prepare students for the real world.</p> <p>It is common practice to apply for jobs, colleges or take tests on a technological device, therefore to safely and securely have students take tests on ChromeBooks on campus, enabling a secure browser would eliminate the need for scantrons and prepare our students better for the real world.</p>	August 2018	Principal Assistant Principal over Technology Information Technology Specialist	Site license for 2000-2500 students, \$2,995 (OBJ 5840)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	2995.00

## 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>LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.</b>
<b>SCHOOL GOAL #2:</b>
Increase CAASPP ELA scores to 80 points above level 3 during the 2017-18 school year through improved professional development delivery at the site level. Increase CAASPP
<b>Data Used to Form this Goal:</b>
Parent survey, staff survey, site council
<b>Findings from the Analysis of this Data:</b>
The Needs Assessment from the Teacher survey in particular indicated a desire to have the Parent Center open more often and with expanded services. Students that come to

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Create Library Nights where parents and students can come eight weeks each semester to get assistance on homework, study for tests or get further instruction. A parent component would be added by having a counselor available to answer questions and further assist by partnering together for student success.</p> <p>After reviewing the Comprehensive Needs Assessment, and Teacher input in particular, it has been noted that parents and staff indicate a strong desire to have the Parent Center open more often and with expanded services. Students that come to us from low socioeconomic backgrounds have obstacles to their learning that go beyond the academic day. Teachers and parents both indicated that they would like parents and student to have access to a comprehensive resource center to address the multitude of social and physical needs that students experience.</p> <p>The SEDL report, A New Wave of Evidence, find that students with involved parents, no matter their income or background, are more likely to: Earn higher grades and test scores, and enroll in higher-level programs. Be promoted, pass their classes and earn credits. Attend school regularly. Have better social skills, show improved behavior and adapt well to school. Graduate and go on to post-secondary education.</p>	August 2018	Principal Assistant Principal over Intervention	Library Night Support (Certificated Staffing) 5 staff x \$34 x 4 hrs./week x 16 weeks = \$10,880 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	13056.00
			Certificated Benefits (20.58%)	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	2687.00
			Bilingual Support (Classified Staffing) \$22.50 x 4 hrs./week x 16 weeks = \$1440 (OBJ 2130)	2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	1440.00
			Classified Benefits (28.2%)	3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	406.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 Provide attendance incentives for both students and parents</p> <p>After reviewing the Comprehensive Needs Assessment, it has been noted that student attendance and chronic absenteeism for many students that come to us from low socioeconomic backgrounds often have obstacles to their learning that go beyond the academic school day. Many obstacles involving a wide variety of personal and family issues prevent students from attending school altogether.</p> <p>Research has proven time and time again that there is a positive correlation between regular school attendance and student success. The correlation is actually stronger when students are living in poverty according to Research on School Attendance and Student Achievement: A Study of Ohio Schools which examined several schools districts (urban, rural and suburban) and found that while an achievement gap existed amongst all students that correlated to their average attendance, the gap for students living in poverty was actually wider. Which means that it is critically important to encourage students living in poverty to attend school regularly.</p>	August 2018	Principal Counselor	<p>Attendance Incentives for Students - \$100 month/5 months (OBJ 4310)</p> <p>Attendance Incentives for Parents - \$100 month/5 months (OBJ 4310)</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Parent Involvement</p>	<p>550.00</p> <p>550.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.3 Create a more inviting flexible learning environment for parents and students.</p> <p>After reviewing the Comprehensive Needs Assessment, and Teacher input in particular, it has been noted that parents and students need a space for Parent meetings, student support after school, and expanded services beyond the regular classroom. Students that come to us from low socioeconomic backgrounds have obstacles to their learning that go beyond the academic day. Many need additional resources, a quiet place to study and receive tutoring, a comprehensive support team, and access to community resources in the form of evening presentations.</p> <p>According to the CDE report on Flexible Learning Environments, schools should facilitate modern learning methods that prepare students for college, careers, and citizenship in the twenty-first century. To optimize twenty-first-century teaching methods such as project-based learning and personalized instruction, space should be adaptable to allow multiple learning activities to occur simultaneously. Flexible schools also provide space outside the classroom for collaborative learning. Outside learning allows students to work on community service projects and use community sites,</p>	August 2018	Principal Librarian	Flexible seating arrangements for library (OBJ 4410 and OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	2768.00
			Flip Top Tables for library (OBJ 4410 and OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	4411.00
			Snap Stack Chairs for library (OBJ 4410 and OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	3405.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>such as libraries as classrooms.</p> <p>The SEDL report, A New Wave of Evidence, found that students with involved parents, no matter their income or background, are more likely to: Earn higher grades and test scores, and enroll in higher-level programs. Be promoted, pass their classes and earn credits. Attend school regularly. Have better social skills, show improved behavior and adapt well to school. Graduate and go on to post-secondary education.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.4 Create an alternative setting, during the school day and on campus, for students who have drug/alcohol/vape related issues.</p> <p>After reviewing the Comprehensive Needs Assessment, it has been noted that students with drug / alcohol related behavioral issues need other means of correction and support rather than suspension and additional unstructured, unsupervised time outside of school.</p> <p>Certificated teachers will work with students on other means of correction to try and change behaviors. This work with students could benefit them by not being suspended out of school, thus assisting our school goals and dashboard results.</p> <p>Payment would be for class coverage of those teachers who were working with students in the alternative setting. This would be an entire day where a student, prior to going to a district mandated drug and alcohol prevention training, this pre or post training could attach the school component that students who struggle in these areas are missing.</p> <p>According to "Motivating Students and Teachers in an Era of Standards" came the CBUPO Theory in stating that if students feel Competence, Belonging, Usefulness, Potency, and Optimism, they will do better in school academically.</p>	August 2018	Principal Assistant Principal Teachers	<p>1 Teacher @ \$34 per hour for seven hours x 24 days. (OBJ 1130)</p> <p>Certificated Benefits @ 20.58%</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>5712.00</p> <p>1175.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.5 Create time for different content area teachers to go into Designated EL classes to work with students three times a week to improve academic skills.</p> <p>The CA ELD Framework shares vignettes on how the Integrated and Designated teachers collaborate and work closely to ensure the success of their EL students. This collaboration is difficult right now with different prep periods and location of these teachers on campus. Putting these teachers in the ELD classroom with our EL students and the Designated teachers would help facilitate this collaboration. The Designated teacher then could reinforce what the content area teacher is working on with the students by seeing what is being done in this Designated classroom.</p>	August 2018	Principal Assistant Principals ELD Coordinator	<p>2 Teachers @ \$34 per hour for three hours per week x 40 weeks. (OBJ 1130)</p> <p>Certificated Benefits @ 20.58%</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>8160.00</p> <p>1679.00</p>

## 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>LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.</b>
<b>SCHOOL GOAL #3:</b>
Use Other Means of Correction and character education to decrease suspension rates by 5% for all students and subgroups during the 2017-18 school year.
<b>Data Used to Form this Goal:</b>
Parent and student survey, staff survey
<b>Findings from the Analysis of this Data:</b>
Getting more students involved in activities brings them to school more often and allows for better success academically.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Increase student involvement in the school culture removing financial obstacles to participation.</p> <p>After reviewing the Comprehensive Needs Assessment, and Teacher and Parent input in particular, it has been noted that many students do not feel connected to school if they are not currently involved in a co-curricular program. Students that come to us from low socioeconomic backgrounds have obstacles preventing them from seeing the connection to involvement and participation in student activities with their learning and academic success. Many need support and additional resources to participate and attend activities in order to develop a better sense of belonging and connectedness with school and positive role models.</p> <p>A study by the U. S. Department of Education revealed that students who participate in co-curricular activities are "three times more likely to have athletes a grade point average of 3.0 or better" than students who do not participate in co-curricular activities for performing arts (Stephens &amp; Schaben, 2002, para. 4). Additionally, in terms of co-curricular or extracurricular activities, analyses revealed that regardless of students' background and prior achievement, various parenting, volunteering, and home learning activities positively influenced student grades (Simon,</p>	August 2018	Principal ASB Director Assistant Principal over ASB Transportation Dept	Provide ASB Cards to students on NSLP (\$45 x (~40% 2,300 students = 920 students)) (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	41400.00
			Provide Transportation for student athletes on NSLP (\$100 x 200 students) (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	19935.00
			Provide Transportation for performing arts students on NSLP (\$100 x 100 students) (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	10000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2001, para. 1). Numerous studies have examined the factors influencing students' academic achievement, and many activities were found to have a significant influence.</p> <p>According to internal surveys, many students and families indicate lack of transportation as a primary reason they do not participate in co-curricular activities. By providing a means to transport students to events (not required by the district), students from low-income families, and underperforming students, can participate without personal barriers and obstacles related to "just getting there" safely. It has been famously stated that "80% of success in life is just showing up." Therefore, our staff, parents, and school site council prioritize transportation as a means for increasing the number of low-achieving students in participation in a wide variety of school activities.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 Allow for under-performing students to gain exposure and experiences outside our community through field trips.</p> <p>After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.</p> <p>These students also lack rich, rewarding life experiences to help them discover and set goals &amp; plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded, and often have parents whose education level does not go much beyond some experience in high school.</p> <p>Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.) The AVID Program nationwide also provides data to support the impact that visiting college campuses can have on giving students first-hand</p>	August 2018	Assistant Principal ELD Coordinator	Provide Transportation for field trips. (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	5000.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>experience with post-secondary opportunities, goal-setting, and college &amp; career planning.</p> <p>National experts in education (such as Johana Hayes, Nadia Lopez, Janet Eyler, and Dwight Giles, Jr.) promote the value of real world experiences and service learning, pointing to experiential learning as one of the most valuable ways for students to push past their personal fears, limitations, and inhibitions, and accomplish immeasurable, great things in all areas of life. They also develop a greater understanding of career and college opportunities available to them.</p> <p>Students need to see how big the world is outside their own neighborhood and community. Many of our students never venture further than the surrounding streets between home and school.</p> <p>Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local colleges and universities and/or museums and community events to gain a first-hand look at the opportunities available to them.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.3 Bring on campus mental health providers, speakers, or counselors to work with at-risk, fragile students who are in need of coping strategies.</p> <p>In summarizing the relationship between mental health and academic achievement through studies on the relationship between children's emotional distress and achievement behavior, researchers found that students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning. Those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement (Roeser, Eccles, &amp; Strobel, 1998).</p> <p>Research on the relationship between emotional dispositions and academic performance provides support for the conclusion that emotional regulation significantly contributes to grade-point averages of students, over and above the contribution made by cognitive abilities (Gumora &amp; Arsenio, 2002).</p> <p>Our staff, parents, and school site council agree that in light of contemporary issues in education related to social-emotional and mental health, a priority should be placed on caring for students displaying at-risk behavior, depressed dispositions, and emotional instability, as well as</p>	August 2018	Principal Counselors	Create Assemblies, bring in speakers, provide mental health services. (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	8000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
providing students with coping skills and resources for support.						

## 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, Part A - Allocation	284606	0.00
Title I, Part A - Parent Involvement	28723	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I, Part A - Allocation	284,606.00
Title I, Part A - Parent Involvement	28,723.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,928.00
2000-2999: Classified Personnel Salaries	1,440.00
3000-3999: Employee Benefits	5,947.00
4000-4999: Books And Supplies	191,684.00
5700-5799: Transfers Of Direct Costs	34,935.00
5800: Professional/Consulting Services And Operating	52,395.00

## 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, Part A - Allocation	13,872.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	2,854.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	180,550.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	34,935.00
5800: Professional/Consulting Services	Title I, Part A - Allocation	52,395.00
1000-1999: Certificated Personnel Salaries	Title I, Part A - Parent Involvement	13,056.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Parent Involvement	1,440.00
3000-3999: Employee Benefits	Title I, Part A - Parent Involvement	3,093.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	11,134.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,995.00
Goal 2	45,999.00
Goal 3	84,335.00

## 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
Jason d'Autremont	X				
John Ahart		X			
Kathryn Smith		X			
Dominic Marcucilli		X			
Brian Necessary			X		
Kim Bolick			X		
Rochelle Gallimore				X	
Ross Bradder				X	
Holly Thompson				X	
Cameron Schwartz					X
Tia Bakhaya					X
Crystal Salinas					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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 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):**

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X 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 April 12, 2018.

Attested:

\_\_\_\_\_  
Jason d'Autremont

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
John Ahart

Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

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:

- |   |                                             |
|---|---------------------------------------------|
| X | English Learner Advisory Committee          |
| X | Departmental Advisory Committee (secondary) |

Signature

- Attested:

4/19/18  
Date

# SCHOOL SITE COUNCIL MEETING

<b>School Name:</b> Hart High School	<b>Date:</b> 4/12/18
<b>Purpose:</b> Title I/School Plan	<b>Room Number:</b> F45

[illegible]