

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN
2016-2017**

-The Single Plan for Student Achievement

Pasadena High School

19-64881-1936822
CDS Code

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The Single Plan for Student Achievement (SAP/SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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 School Plan on .

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Mission Statements and School Descriptions

2016-2017

School Vision and Mission

Pasadena Unified School District

Mission Statement

The Pasadena Unified School District's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible, and ethical, able to compete in and contribute to a diverse, democratic society.

School Vision and Mission

Pasadena High School's Mission Statement – the purpose of education at Pasadena High School is for students to be elevated to their maximum ability as individuals. Our students will learn to think intellectually, to learn to be thoughtful and appreciative, learn to respect, acquire knowledge and understanding, learn to participate as citizens in a democratic society, learn to understand and accommodate social similarities and differences, and learn any basic and special skills to succeed in life.

Vision Statement – Pasadena High School is a learning community dedicated to instilling the 21st Century Skills, implementing and transitioning to the Common Core State Standards that will offer our student's a rigorous academic foundation, quality citizenship in a changing society, and a productive work life now and in the future. "P21.org, Framework for 21st Century Learning describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and illiteracies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration."

School Profile Description

Please include:

- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and
- **FOR SCHOOLS IN PROGRAM IMPROVEMENT (PI) identify areas and/or subgroups not meeting AYP targets and identify the school's year of PI status.**

Pasadena High School is the largest comprehensive public high school that serves students in three cities: Pasadena, Altadena, and Sierra Madre. Pasadena High School (PHS), "Home of the Bulldogs", is recognized by US News and World 2013 Best High Schools Silver Award. PHS includes grades ninth through twelfth grade. PHS offers three smaller learning communities called Creative Arts Media & Design, Law and Public Service and the App Academy. Furthermore, PHS offers a comprehensive college preparatory program of study using A-G requirements that enable students to attend a four-year university. PHS is committed to maintaining and providing a first class education to all of our students PHS programs include AP and Honor courses, SPED, EL, fine arts, clubs, organizations and athletics. We are partners in education with the Pasadena Educational Foundation. Pasadena is located approximately fifteen minutes from downtown Los Angeles, nestled at the base of the beautiful San Gabriel Mountains. Pasadena is most famous for hosting the annual Tournament of Roses Parade which ends at PHS and the Rose Bowl football game. Additionally, Pasadena is home to the leading scientific institution, California Institute of Technology (CALTECH) and the Jet Propulsion Laboratory (JPL)/NASA.

According to the US Census Bureau's Demographic Profile for the 2010 Census, the population in Pasadena totaled 137, 122. The demographic makeup as compared to the year 2000 is as follows: White 55.83% increased by 7%, Hispanic/Latino 33.67% increased 3%, African American 10.68% decreased 24%, Asian 14% increased 46% and other races 13.62% decreased 13%. (Percentages may add to more than 100% because individuals may report more than one race.)

PHS is accredited by the Western Association of Schools and Colleges (WASC) and has maintained the six-year accreditation earned in 2010 with an annual review at the three-year midterm visit in 2011-12 that continued the original accreditation until 2015. PHS is scheduled to have its next WASC visit in the spring of 2015.

Pasadena High School was established in 1891. In 1928, Pasadena High School merged with the Pasadena Junior College. In 1953, Pasadena High School was re-established and in 1960 PHS was built at its current site. For over 123 years, PHS has maintained an unwavering commitment to provide students with a firm, wide-range academic foundation on which to build a successful future. With approximately 1900 students from varying backgrounds, cultures, socio economic groups, the school's ultimate strength lies in its ability to offer diverse programs, services and instructional methodologies to meet the needs of all students.

Pasadena High School provides a rigorous academic environment, one with high expectations focused on student achievement. US News and World Reports Best High School 2013 Silver Award validates the rigor by placing PHS in the top 8% of all public schools in the USA. Additionally, the Washington Post declared PHS a 2013 Academic Challenging School. The faculty, staff and administration govern a curriculum with support programs that are in place to inspire students to reach their highest level of achievement. Along with the assistance of one principal, three assistant principals, a certificated staff of eighty, six counselors, one librarian, one nurse, forty-four classified staff, various support personnel, one ROP technician, PTSA, SSC, ELAC, AAIS, one school psychologist, one probation officer, and two part time resource officers from the Pasadena Police Department all work in harmony to establish a positive learning community student centered. PHS endeavors to foster an environment for learning that prepares students to be successful in colleges and careers and to become life learners. The school has developed Connect Ed Linked Learning Pathways and offers a variety of outstanding extracurricular programs, including the California State Scholarship Federation, National Honor Society, Marching Band, Cheerleading, numerous Athletic programs, Spanish Club, Yearbook, Chronicle, Green Club et. al. to name a few. Within our school community there are several special programs that focus on education. PHS is the headquarters to the Pasadena Educational Foundation STEM and Robotics program, Alternative Education Program Center for Independent Studies (CIS), Thesys credit recovery program and Sycamores behavioral and prevention student services program. The blending of our student programs promotes a strong renewed school spirit with pride that is felt throughout the campus and community. Any student with the willingness to learn and desire to achieve has limitless opportunities to find success at Pasadena High School. (Expected Student Learning Results 1-5) ESLRs:

THINK critically and creatively to meet or exceed California State Standards as active learners and academic achievers.

COMMUNICATE effectively to express ideas clearly through writing and speaking.

APPLY various forms of technology for the purposes of creativity, research, and communication.

WORK independently and cooperatively to solve complex and relevant problems to prepare for post-secondary education and a productive work life.

CONTRIBUTE to the extended community to engage and respect cultural diversity.

The Pasadena, Sierra Madre, Altadena communities are very supportive of Pasadena High School and the district. In 2014 PHS appealed to the entire community of stakeholders and kicked off an annual fundraising campaign to shore up the general fund that supports all student curriculum, academic programs, fine arts and athletics. The community generated enough funds to keep all programming for students in place. The negative impact of budget cuts from 2007-2013 has not reduced any student programs to date. Current funding levels in 2014-15 are at 2007 levels. PHS has experienced the negative effects of teacher cut backs and has lost nine teachers, five custodians, two classified and eleven month employees were reduced to ten months, and the reduction of one administrator. In spite of the financial realities, PHS and our community continue to shore up the general fund. PTSA has contributed greatly to the school supplies list for teacher supplies that directly impact student learning in the classroom. Additionally, the Measure TT Bond passed in 2008 has several plans for PHS. The modernizations of both gymnasiums, accompanying locker rooms, pool deck and entrance to the school are in progress. Most recently our fine arts programs are enjoying a new oak wood stage that was completed in August of 2013. Currently the School Site Council is working on the timelines with the architect and district project manager for the remaining projects to reach a finishing point. The nonprofit Pasadena Educational Foundation (PEF), oldest foundation in California, is helping PHS sustain the community support. PEF offers a variety of teacher grants, build and foster community partners that directly impact and complement our Pathway Programs and App Academy directly.

Powerful Instruction

Pasadena faculty, staff and administration is currently in year five of implementation of the Common Core State Standards (CCSS) adopted by California Department of Education in 2010. PHS piloted and revised the Common Core Units with our Curriculum Revision Workshop (CRW) team. Assessment mapping to Smarter Balanced Assessment Consortium (SBAC) were also created. Continuing in 2014-15 "roll-out" of Common Core instruction is in the feedback from teachers phase and the Curriculum Revision Committee (CRC) continues the refinement of instruction and assessment. By 2015-16 full implementation of Common Core planning and instruction will be school wide. Increased focus on instruction, professional development, and development of coaching for teachers to make required changes in their practice is ongoing.

Outstanding Staff

PHS teachers are implementing several initiatives all aimed at delivering a first class education: 21st Century Education, Transition to Common Core Standards, Technology Infrastructure for Common Core full implementation by 2015, collaboration and communication between all stake holders, capacity building using the Distributive Leadership Model as presented by Connect Ed Linked Learning 2013. Most AP teachers and Honors teachers attended an AP workshop in the summer of 2013. Our AP team is in the process of refining our advanced placement program. Equally important, the district EL Master Plan approved in August of 2013 is also in full implementation. The continued development and sustainability of smaller learning communities (SLC) called Connect Ed Linked Learning pathways are preparing for year four of Law and Public Service (LPS) and the App Academy. On the other hand, Creative Arts Media and Design (CAMAD) is fully implemented and certified by Connect Ed Linked Learning.

Quality Learning Environment

An essential practice for Linked learning sustainability is the implementation of Distributive Leadership. PHS believes that this model of leadership extends the overall responsibility for leadership beyond an individual and instead builds a community of leaders with a common goal. Thus the administrative team has linked and engaged the school department chairs, teachers, counselors, classified staff, students and parents into a true site based decision making team. Connect Ed Linked Learning implementation is the districts high school reform effort that emphasizes interdisciplinary, project-based learning that is aligned with the implementation of the Common Core State Standards (CCSS). Smaller Learning communities such as the Connect Ed Linked Learning Pathways (CAMAD & LPS) and App Academy have a continuum framework. This framework primary purpose is to support teachers in these pathways to engage all students in rigorous and relevant learning that taps their intrinsic motivation and interest and improves their overall achievement. Behaviors for learning and teaching include five steps: Collaborative, Student Directed, Outcome Focused, Relevant and Rigorous and Integrated.

Pro-social skills development, in alignment with the 21st Century skills initiative is a pedagogical cornerstone of PHS's culture of academic excellence.

Teachers are in the process of implementing core principals of the Behavioral Response to Intervention Initiative through redefining expectations for the universal adoption of 16 Proactive Classroom Management strategies as a foundational element of Tier One intervention. The integration of resources drawn from the S3 grant has revitalized school spirit and has been instrumental in providing a sense of community to all students. An overwhelming drop in out of school suspension is indicative of RTI implementation, which in turn increased academic instructional time.

Pasadena High School is in partnership with the district to promote the African American Student Success Initiative (AASSI). Professional development is currently being provided again this year for four additional PHS teachers with Dr. Mack Hines III, the lead consultant for this initiative. PHS hosted Dr. Hines for a parent informational session sponsored by the District African American Parent Council during Fall 2013. In addition, PHS is in the process of establishing an African American Parent Council in order to ensure two way communication and participation for all students and the larger school community.

To maintain academic consistency through periods of teacher absence, emergency lesson plans are required of all teachers, to be on file in the main office.

Communication of academic progress is ongoing to students and parents. Communication is in the form of a program called School Messenger, Nixle, traditional newsletters, letters, and the school website. Academic progress is communicated to parents in the form of five-week progress reports, quarterly and semester grades through Parent Portal.

Parents are very supportive of the educational programs at Pasadena High School. Parents participate in the Parent Teacher Student Association (PTSA), English Language Acquisition Committee (ELAC), School Site Council (SC), boosters, the Instrumental Music Club, and all athletic programs. Parents have demonstrated their faith and confidence in their students, faculty, staff and administration by responding in high numbers to Welcome Back Night and Open House and the development of the Annual Fund that rose over \$100,000. The rebuilding of the Alumni Association is taking shape with the Class of 1983 leading the way, spearheaded by Stacy Harvey, who is a former Oakland Raider.

A healthy student recognition program encourages positive student behavior and academic excellence. Students are recognized for consistent academic performance and for improved GPAs at the end of every six weeks. The Academic Awards program is held at the end of the year for grades 9-11. And the seniors are honored at Senior Spot Light with awards and scholarships and have a morning banquet at school. Over the course of three years, our graduating classes have steadily increased the amount of scholarship and grant monies for higher education: Class of 2010-11 earned \$1.5 million, Class of 2011-12 \$5.2 million, Class of 2012-13 earned \$7.0 million, and Class of 2013-14 earned \$11.2 million. This is reflective of the changing norm at our school where college attendance is the expectation.

PHS implemented the Honor Roll, Perfect Attendance or near perfect, and the scholarship winners are highlighted throughout the campus with an intentional marketing campaign. PHS is a member of the Pacific Athletic League which is associated with the California Southern Section. PHS offers several athletic opportunities: Fall season: Boys Water Polo, Cross Country, Football, Girls Tennis, Girls Volleyball and Cheerleading. Winter season: Basketball for boys and girls, Girls Water Polo and Soccer for boys and girls. Spring Season: boys and girls Badminton, Baseball, Softball, Swimming and Boys Tennis.

PHS students are encouraged by all stakeholders to prepare for the University California System, California State Colleges, Private Universities and Community Colleges by completing many combinations of honors and/or AP course work. Honors Courses: Freshmen English, Sophomore English, Junior English and Senior English, World History, US History, Economics, US Government, Algebra II and Geometry. Thesys afterschool remediation courses are available for students who are in need of remediation. Additionally, there is support for our English Language learners through the afterschool tutoring program, as well as the Read 180 infused in English Language Arts classes. The district program, Twilight, is also offered to students who are in need of credit recovery.

Advanced Placement (AP) Courses: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Environmental Science, Physics B, Physics C, Psychology, English Language, English Literature/Comp, European History, French Language, Music Theory, US Government/Economics, US History, Spanish Language, Statistics, and Studio Art. Additionally, PHS offers the Puente Program, which identified Latino students who have academic potential. These students are assigned to a teacher-advisor and to a mentor from the community; they also visit college campuses and attend special lectures to motivate them into action. The mission of the Puente Program is to increase the under-served students who enroll in four-year colleges and universities, earn a degree, and return to their community as leaders and mentors to future generations. In foreign language, PHS students regularly place within the top 10% of the National French Contest (Le Grand Concorus), this competition is sponsored by the American Association of the teachers of French. Students of French in grades 10-12, in all 50 States and abroad, take a written test, and compete against students with similar educational backgrounds for prizes.

Extra Curricular Opportunities

PHS offers the Naval CADET Program, this leadership program for high school students has approximately 100 students that are engaged in leadership activities, community service and are given a preview the rewarding experiences of the Navy. Students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the educational program. These school-wide incentives promote positive attitudes, encourage achievement and aid in the prevention of negative behavior issues. The Associated Student Body (ASAB) offers activities, sports, clubs, and organizations at Pasadena High School that include the following: Armenian Club, Art Club, California Scholastic Federation (CSF), Chess Club, The Chronicle, Dram Club, Fishing Club, French Club, Impact, Instrumental Music, Interact, LASA, Marching Band, MESA, National Honor Society (NHS), Navy Cadet Club, Cheerleading, Photography Club, Speech and Debate, Upward Bound, CAMAD, Law Club, LEARNS, Yearbook, Christian Club and the Green Club.

PHS offers a workforce preparation program that includes skill-building opportunities through the Regional Occupation Program (ROP), which offers various career-training courses in a number of areas, as well as school-to-work activities through business partnerships in the community. We offer ROP courses: Sports Medicine, Photography, Law Enforcement, Print Shop, Web Design, American Sign Language, and Forensics.

Accountability

All Pasadena, Altadena and Sierra Madre stakeholders can truly take pride in Pasadena High School for continued improvement in academic, scholastic and athletic achievements. There is a clear, unwavering focus on student achievement that is validated by our achievement data and assessment indicators. Various measurements of student achievement are used as an ongoing part of the quality instructional program. These measures keep in balance student progress. Our faculty, staff, students, parents and administration are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plans. These teams ensure that instructional programs as per the PUSD strategic plan are in effect. Opportunities for involvement include but are not limited to: Bilingual Advisory Group, Department Chairs, Grade-Level teams, Parent-Teacher Student Association, Safety committee, Scholl Leadership Team, School Site Council, Student Study Teams, Attendance Committee, Technology Committee, CAMAD advisory board, LPS advisory board to name a few. The faculty, staff and administration of Pasadena High School has established and conveyed high expectations for all stakeholders. The curriculum and educational programs are in place to allow students to reach their highest potential.

Multiyear Data Analysis

Culture and Climate

Pasadena High School continues to be a model of urban diversity. In terms of culture and climate, the number of suspensions recorded at PHS has steadied in the last two years. Conversely, the number of expulsions dropped to zero last year, something the school is very proud of. Continued use of Behavioral Response to Intervention (R.T.I.), implementation of S3 Grant resources and strategies, and more frequent analysis of referral data, will ensure continued progress toward a safe and supportive school environment.

API/ AYP

Despite budget crises, compounded by declining enrollment, which necessitated an increase in class size, API scores remained and did not demonstrate significant drops with the exception of English Learners. English Learner Scores may be indicative of the significant percent of students who reclassified. Continued professional learning and implementation of Curriculum Resource Workshop Units, Project Based Learning, and use of data driven formative assessments to drive instruction will ensure an increased level of academic proficiency. Between the school years 2011-2012 and 2012-2013, school-wide growth in English Language Arts increased by almost 7%. Over the same years, math proficiency rates increased by more than 22%, significant growth was demonstrated among African American students' proficiency rates in math from 14.8 to 39% proficiency. During that same time, English Learners and special education students regressed in ELA. Due to the transition to the Common Core Standards, the state of California suspended most CST testing for the 2013-14 school year. California is one of forty-six states that will participate in the Smarter Balanced Assessment Consortium (SBAC), which has taken the place of the CSTs. The SBAC assessments will take place in grades 3-8, and in the 11th grade. PUSD has started to develop baseline assessments that all 9th and 10th grade students can take, which will be aligned to the SBAC assessments. The state of California decided to suspend most aspects of the CST, but the California Department of Education (CDE) still released API and AYP data. The explanation that the CDE gave was "the assessments used were the CAHSEE, grade ten, and the CAPA, grade ten."

English Language Learners

ELL target rates for reclassification were 30.5%, exceeding the 20% target. More than 35% of students taking the California English Language Development Test (CELDT), grew by one or more level of proficiency. Two year trends in CELDT performance levels indicate stable patterns of growth. With an increased focus on the needs of English Learners through the district Master Plan to provide academic courses aligned with identified language needs, we can anticipate continued progress toward reclassification. The on-site EL Tutoring lab will continue to be accessible all EL students for academic enrichment purposes. Family Data Chats throughout the year will continue to promote parents as partners in the reclassification process.

CAHSEE

In 2013-14, African American, Hispanic, and Students With Disabilities subgroups displayed growth in ELA. Performance for all subgroups as measured by CAHSEE has been inconsistent. With the lack of implementation of CAHSEE resources such as CAHSEE Revolution, Accelerated Reader, and CAHSEE Blitz Saturday Review Courses, our overall pass percentage has dropped in the last two years. We are in the process of establishing resources to guide instruction and design interventions to meet the needs of a wide range of learners, which will increase our pass rates back to the 2012 average. In Math, all of the subgroups had an increased except for R-FEPs, which declined by 2%.

Graduation/Dropout Rates

Graduation rate remained in the mid 90's (96%), well above the District and State averages of 79%. Since 2010, the graduation rate of Socio Economically Disadvantaged students has grown by 13%. There was a slight increase in the dropout rate from 4.5% to 5.4% between the years 2011-2012 and 2012-2013. An increased focus on dropout prevention and academic interventions to include APEX, Twilight School, and R.T.I. Tier 1 strategies will ensure a growth in graduation rates and a decrease in dropout rates.

Advanced Placement

Since the year 2010, the number of students taking Advanced Placement tests has grown – from 525 to 618 to 755 last year. This occurred during a time of declining enrollment and is a reflection of Pasadena High School's "Going to College Initiative". Passage rates during the same period declined from 55% to 47%. Over the 2013 summer break, 13 AP and Honors teachers attended AP Training to renew, revamp, and align their curriculum to College Board standards. AP Parent Night, both in the fall and spring semester, will facilitate parents as partners while providing opportunities for outreach to stakeholders interested in joining or supporting the PHS Advanced Placement Program.

School Data for 2015-2016 School Year (Prior Year)

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		14-15	15-16
African American	230	12.3%	Attendance %	96.81%	96.97%
Asian	69	3.7%	Truancy %	8%	94.5%
Hispanic/Latino	1,099	58.7%	Suspensions		
White	344	18.4%	# of	121	154
Multiple/No Response	12	0.6%	# of individual students	83	91
Other		%	Referral for Expulsions		
English Learner		%	# mandated	14	0
Socio-Econ. Disadvantaged		%	# permissive	1	0
Special Education		%			
Foster Youth		%			
Total Enrollment:	1,871				

Reclassification

Target	15% increase
% of students who reclassified	35%
% of students that moved up by 1+ levels	35%

School Improvement Progress Narrative

Target/Goal/ Focus Area	Prior Year Goal Use either annual goal/target (if available) or monitoring indicators	Met? Yes (Y) No (N) Progress (P)	Analysis Explain why met or did not meet Analyze and address both implementation and outcomes.
Math	<p>Math Department Targets:</p> <p>Transition to Common Core Standards and Curriculum, 100% of Math classes implement CCSS-aligned scope and sequence.</p> <ol style="list-style-type: none"> 1. Align curriculum and Common Core Standards 2. Create/develop common assessments, including performance assessments. 3. Implement assessments 4. Review results (rubrics, grades, grading policy) 5. Collaborate on strengths and weaknesses of each teacher based on the data. 6. Make changes based on results 7. Identify best instructional practices. 	Yes	<p>1. The Mathematics Department met the target for the following reasons:</p> <ul style="list-style-type: none"> • Math 1 and Math 2 use the Mathematics Vision Project CCSS aligned curriculum approved by the Pasadena Unified School District (PUSD). <p>2. The Mathematics Department met the target for the following reasons:</p> <ul style="list-style-type: none"> • Math 1 and Math 2 teachers attended the Summer 2015 Professional Development and created a Scope and Sequence, Assessment Calendar, and Common Assessments. • 80% of the Math 1 and Math 2 teachers attended the Summer 2015 Professional Development. <p>i. 1 teacher was on a one-year medical leave and the other teacher was not part of the team at the end of the last school year.</p> <p>3. The Mathematics Department met the target for the following reasons:</p> <ul style="list-style-type: none"> • 100% of the Mathematics Department has administered the Common District Benchmark Assessment. (Fall/Spring) • Math 1 Teachers administered the Fall Common Final Exam that was created using the EADMS System. They will administer the Spring Common Final Exam created using the EADMS system in June 2016. (In Progress) • Math 2 Teachers will administer the Spring Common Final Exam using the EADMS System in June 2016. (In Progress) <p>4. The Mathematics Department met the target for the following reasons:</p> <ul style="list-style-type: none"> • Site allocated five Professional Development Days for the Mathematics Department.

			<ul style="list-style-type: none"> • 90% of the Math 1 and Math 2 teachers attended the PHS Professional Development. <p>i. The Math 1 and Math 2 Teachers reviewed the test results; however, a formal data analysis protocol was not implemented. The goal is to review results using the PHS data analysis protocol in the Spring 2016 developed by the LPI ILT Team. (In Progress)</p> <p>ii. The Math 1 and Math 2 Teachers also received training on TenMarks program: which provides remediation and practice for students.</p> <p>iii. The Math 1 and Math 2 Teachers reviewed and discussed the performance tasks.</p> <p>5. The Mathematics Department did not meet this target for the following reasons:</p> <ul style="list-style-type: none"> • The LPI ILT Team recently developed the Data Analysis protocol in February 2016. • The Math 1 and Math 2 Teachers will meet in May and analyze the results using the data analysis protocol. • The Math Department did not have enough allotted time, especially during A-Mondays to collaborate because of various district initiatives. <p>6. The Math 1 and Math 2 Team Leads will meet in the Summer 2016 to address this target.</p> <p>7. The Mathematics Department met this target for the following reasons:</p> <ul style="list-style-type: none"> • Through the LPI Process and the Mathematics Department this has been briefly discussed. • The Mathematics Department did not participate in peer observations, as money for this activity was not allocated in the budget. The goal is to participate in peer observations in the Fall 2016.
<p>English Language Arts</p>	<p>English Department Targets: Transition to Common Core, 100% of ELA classes Implement CCSS-aligned scope and sequence.</p>	<p>Progress</p>	<p>1. The English Department is currently transitioning to the CCSS Standards and as a result did not meet the target for the following reasons:</p> <ul style="list-style-type: none"> • The English Department does not have a vetted curriculum.

	<ol style="list-style-type: none"> 1. Align curriculum and Common Core Standards 2. Create/develop common assessments, including performance assessments. 3. Implement assessments 4. Review results (rubrics, grades, grading policy) 5. Collaborate on strengths and weaknesses of each teacher based on the data. 6. Make changes based on results 7. Identify best instructional practices. 	<ul style="list-style-type: none"> • Pasadena Unified School District provided the English Department with the following: <ol style="list-style-type: none"> i. Scope and Sequence ii. Rubrics iii. Unit overview that includes: a list of Priority Standards, Supporting Standards, Enduring Understandings, Essential Questions, Key Knowledge, Key Skills iv. District Common Performance Tasks, District Common Benchmark Assessments v. Minimal Resources, if any are provided vi. To allow for teacher autonomy, the units of study, daily lesson plans, common tests/assessments have to be created by the individual teacher at the site level. vii. PUSD stopped implementation of approved Common Core Units of Study (CRW units) because they were rewriting the assessments to be able to backwards map. <p>2. The English Department met the target for the following reasons:</p> <ul style="list-style-type: none"> • During the District Curriculum Revision Workshop (CRW) and Curriculum Refinement Committees (CRC) Professional Development teachers created the Common District Performance Tasks. • The District provided the Common District Benchmark Assessments <p>3. The English Department did not meet the target; however, it is currently still in the process of implementing the assessments.</p> <ul style="list-style-type: none"> • 100% of the 10th grade ELA Team administered the District Common Performance Task. (Fall/Spring) • 100% of the 10th grade ELA Team administered the District Common Benchmark Assessment on EADMS. (Fall/Spring) • 90% of the 9th grade ELA Team administered the District Common Benchmark Assessment. (Fall/Spring) • 70% of the 9th grade ELA Team administered the District Common Performance Task. (Fall/Spring) • 80% of the 11th grade ELA Team administered the District Common Benchmark Assessment on EADMS. (Fall/Spring) • _____ of the 11th grade ELA Team administered the District Common Performance Task. (Fall/Spring) • Inconsistent attendance at English Department Meetings by
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			<p>some ELA teachers.</p> <ul style="list-style-type: none"> • Lack of Communication between District, Site, and Department caused confusion in the English Department about what district initiative was required to implement and what was optional. <p>4. The English Department met the target for the following reasons:</p> <ul style="list-style-type: none"> • Site allocated six Professional Development Days for the English Department. <p>i. 100% of the 10th grade Teachers attended the PHS Professional Development Days.</p> <p>ii. 90% of the 11th grade Teachers attended the PHS Professional Development days.</p> <p>iii. The ELA Teachers informally reviewed the test results; however, a formal data analysis protocol was not implemented.</p> <p>iiii. The 10th grade ELA Teachers calibrated essays, graded essays and reviewed performance tasks.</p> <p>iv. 100% of ELA 9-11th grade ELA Teachers also received the BEAL Training: Teachers reviewed Smarter Balanced Performance Tasks, Assessing College and Career Readiness, Processes to analyze student work, and developed a deeper understanding of performance tasks</p> <ul style="list-style-type: none"> • 90% of the 10th grade ELA Team entered the results from the District Performance Task on EADMS. <p>5. The English Department did not meet this target for the following reasons:</p> <ul style="list-style-type: none"> • The LPI ILT Team recently developed the Data Analysis protocol in February 2016. • The 10th grade ELA Teachers will meet in May and analyze the results using the data analysis protocol. • The English Department did not have enough allotted time, especially during A-Mondays to collaborate because of various district initiatives. • Through the LPI Process the English Department Chairs have received training in coaching and will participate in peer observations and coaching sessions with the 9-11th grade ELA Teachers in the Fall 2016.
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			<p>6. The English Department Chairs and English Team Leads will meet in the Summer 2016 to address this target.</p> <p>7. The English Department did not meet this target for the following reasons:</p> <ul style="list-style-type: none"> • The English Department did not participate in peer observations, as money for this activity was not allocated in the budget. The goal is to participate in peer observations in the Fall 2016. • Through the LPI Process the English Department Chairs have received training in coaching and will participate in peer observations and coaching sessions with the 9-11th grade ELA Teachers in the Fall 2016.
<p>Closing the Gap</p>	<ol style="list-style-type: none"> 1. Time for English Learner Family Conferences 2. Time for Data Chats, to set reclassification goals for students 3. Funding for Instructional Aide 4. Funding and staffing for afterschool tutoring 5. Professional Development to sustain the English 3D and Read 180. 6. Curriculum Development 7. Continue effective parent engagement program established last year and develop partnership and collaboration with parents so that they can support efforts to achieve reclassification goals. 8. Time for collaboration to prepare students for the CELDT. 9. Data Chats to continue. 10. Analyze data after updated results. 	<p>Yes</p>	<ol style="list-style-type: none"> 1. RFEP students do not take the CELDT 2. We need more targeted support for this subgroup. We need to have them attend afterschool tutoring specific to English Language Development and their areas for growth. The plan to have students strategically placed in specific core classes with a teacher who has been trained in SDAIE, this has not been implemented. They have historically scored low and they need support outside the school day. These students have high conversational English, but very low academic English. 3. We were able to get 30% of the Level 3 ELs to move to level 4 or 5. The work Mrs. Najera and Mrs. Gonzalez has been exceptional. They give very specific support to the individual students based on last year's CELDT. 4. See number 2 explanation, it is the same group.

Parent/Community Engagement	Parent involvement will increase across all parent groups.	Progress	Parents elected to attend SSC did attend 90% of the meetings. Parents received calendar of meeting dates and reminders were sent out reminding them of meetings; PTSA; Parent Group Leader meetings with the Principal did not occur but the principal did meet with the group leaders individually as well as attend the group meetings. The parent group leaders have been given time at New Student Orientation, Back to School Night and Open House to speak to the entire parent population; ABI Gradebook – our goal was that 100% of our teachers would be utilizing this by January 2013. This did not happen.; Communication between home and school has improved: the school website does have an update calendar, the weekly Eblast to parents continues, weekly School Messenger calls are sent home, Coffee with the Principal was held monthly and a school newsletter was sent home monthly, posted on the website and emailed home.
School Safety, Climate and Culture	<ol style="list-style-type: none"> 1. Reestablish an effective Tier I Response to Intervention (R.T.I.) with a focus on the 16 Proactive Classroom Management Strategies 2. Revisit Universal Screening of students for Externalizing and Internalizing behaviors, which will provide an assessment of the implantation of Tier 1 Strategies. 	Progress	<ol style="list-style-type: none"> 1. The teachers at Pasadena High School use various classroom management strategies, not just Response to Intervention. We are in the process of offering a RTI refresher; we need to identify teachers that would benefit the most from a refresher. Members of the original PHS RTI team have moved schools or are no longer at PHS because many of them had the lowest seniority. 2. According to the California Safe and Supportive Schools (S3) grant results, student moral and engagement has had a steady three-year increase. Also, in the survey, student’s responded to witnessing and/or participating in fewer acts of violence (see S3 grant survey).
School Selected	<p>Writing Across the Curriculum Targets:</p> <ol style="list-style-type: none"> 1. Define, develop and implement a Writing Across the Curriculum plan for ELA and non-core classes. 2. Develop plan for Humanities to implement. 	Progress	<ol style="list-style-type: none"> 1. The English Department met the target; however, the non-core classes did not meet the target. <ul style="list-style-type: none"> • Through the LPI process the English Department created an English Department Action Plan outlining writing across the curriculum in the English Department: <ol style="list-style-type: none"> i. Established Formal writing ratio: 2:1- ratio-4:1 writing ratio

	<p>3. Implement plan with all staff in Humanities.</p> <p>4. Collaborate over writing data once per semester.</p> <p>5. Refine plan based on writing specific genres.</p> <p>6. Non-core teacher get specific training on instructional</p> <p>7. Data based on common writing prompts and rubrics with staff, at least once per semester.</p>		<p>ii. Set minimum number of additional writing assignments</p> <p>iii. Administered Baseline Writing Assessment</p> <p>iv. Administered District Common Performance Tasks after every unit of study</p> <p>v. Utilizing Common Writing Rubrics</p> <p>vi. Created Common MLA Format for 9th and 10th grade ELA</p> <p>vii. Common Editing Process: Star/Radar Revision Method for 9th and 10th grade ELA</p> <p>viii. Best Instructional Writing Process: Modeling (Kelly Gallagher Method)</p> <p>ix. Collected and reviewed sample models of exemplar writing</p> <p>x. ERWC Strategy: Using the Words of Others – How to Cite Sources</p> <ul style="list-style-type: none"> • Other Departments like the Science/Social Science Departments are currently transitioning to the CCSS. • The Non-Core Departments did not have enough allotted time, especially during A-Mondays to collaborate because of various district initiatives. • Mandated District trainings absorbed “A” Monday CMT time. • Lack of fully developed Common Core aligned units of study. • Lack of time for Non-Core teachers to meet to collaborate. • Lack of funding for Humanities teachers to collaborate. • Common Core Unit Writing will continue in core departments if money is allocated in the budget.
<p>Graduation – Career/College Ready Formerly CAHSEE</p>		<p>Progress</p>	

Other Successes/Challenges/Areas for Improvement not noted above as part of a specific targeted area for improvement

Success/Challenge/Area for Improvement	Related Goal Area (if applicable)	Analysis - What made success possible? For challenges or areas of improvement, address the underlying needs and potential barriers.
<p>Successes:</p> <p>1) PHS was awarded a Silver Medalist in the US News and World Report.</p> <p>2) Washington Post 2013 named PHS as one of the</p>	<p>Increase Rigor and Relevance in core curriculum school wide.</p>	<p>Faculty received professional development in transition toward Common Core Standards, Project Based Learning, and 21st Century Skills</p> <ul style="list-style-type: none"> • Common Core Curriculum Units developed by CRW teachers. • Implementation of Response to Intervention Initiative – year 3 • Professional Development Training on the African American Male Student Success Initiative

<p>most academically challenging high schools. 3) AP teachers were sent to AP curriculum training at San Gabriel High School.</p>	<p>Professional Development needed to increase AP pass rates.</p>	<ul style="list-style-type: none"> The Annual Fund was established and raised over \$100,000 in conjunction with Pasadena Educational Foundation. A percentage of the funds were allocated for academics, including professional development
<p>Challenge: 1) Majority of PHS faculty is not yet on ABI Grade book.</p>	<p>Parent/Teacher Communication Involvement & School Safety</p>	<p>-ABI Grade Book Training will be offered this year and supported by the PTSA to increase teacher involvement and parent communication</p>
<p>Area for Improvement: 1) Campus Supervision/Safety/Climate</p>	<p>School Safety</p>	<ul style="list-style-type: none"> An inventory of working and non-working surveillance cameras will take place to identify equipment needs A reorganization of security staff with an emphasis on daily location checks to be signed off A reorganization of progressive discipline policy, including daily afterschool detention to target “high flyers” with K Violations, tardy, and truancy A reorganization of attendance policy given the onset of SIA Model

Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017

Area of Focus	School Targets
Math	<p>Transition to Common Core Standards and Curriculum, 100% of math classes implement CCSS-aligned scope and sequence.</p> <ol style="list-style-type: none"> 1. Align curriculum and Common Core Math Standards. 2. Create/develop/refine common assessments using EADMS. 3. Implement assessments. 4. Review results (rubrics, grades, grading policy). 5. Collaborate on strengths and weaknesses of the assessments or units based on the data. 6. Develop a corrective instructional plan. 7. Identify and model best instructional practices. 8. TenMarks will be used for practice and remediation for all students in Math 1, Math 2, and Math 3.
English Language Arts	<p>Transition to Common Core, 100% of ELA Classes implement CCSS-aligned scope and sequence</p> <ol style="list-style-type: none"> 1. Align curriculum and Common Core Standards 2. Create/develop common assessments, including performance assessments. 3. Implement assessments 4. Review results (rubrics, grades, grading policy) 5. Collaborate on strengths and weaknesses of each teacher based on the data. 6. Make changes based on results 7. Identify best instructional practices.
Closing the Gap- must include one indicator for EL	<ol style="list-style-type: none"> 1. English Learners need to increase reading comprehension scores on the CELDT 2. Long Term English Learners (ELs for more than 5 years) will increase reclassification rate 3. English Learners will improve letter grades in content area classes (SDAIE classes) 4. Provide time for ELD Teachers to collaborate on CELDT Prep. 5. Continue to implement the Read 180 and System 44 Program 6. Continue to implement Advanced Reading and Writing Program for CELDT level 4 and 5 students 7. Implement Accelerated Reader 8. Continue after-school tutoring with 3 (Math, English, Mandarin) teachers and 6 student tutors 9. Update technology for EL Program 10. LDRT will continue to coach SDAIE Teachers 11. Allocate money for SDAIE Teachers meetings 12. Part-Time Instructional Assistant

	13. Part-Time Clerical Assistant
Parent and Community Engagement	<ul style="list-style-type: none"> • Continue to collect correct contact information for parents • Continued effort toward creating Pathway Parent Council Advisories. • Increase and utilize Pathway Community Partnerships • Increase teacher and parent usage of the Aeries Parent Portal system • Continue to increase parent participation in Freshman Orientation Night, Back to School Night, AP Parent, Open House
School Safety, Climate and Culture	<ol style="list-style-type: none"> 1. Consistently enforce the discipline plan 2. Modernize the disaster team roles and responsibilities 3. Cleanliness of the school
School Selected*	<ol style="list-style-type: none"> 1. The administration and faculty implement the Advanced Placement (AP) program.
Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE	<ol style="list-style-type: none"> 1. Increase percentage of students who are accepted to four-year colleges from 38% to 43%. 2. Increase graduation rate from 96% to 98%. 3. Increase percentage of A-G eligible students.

* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	PRIORITIES	CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE
Conditions for Learning	Basics (B)	<ul style="list-style-type: none"> • Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
	Implementation of CCSS (CCSS)	<ul style="list-style-type: none"> • Implementation of CCSS for all students, including EL's and students
	Course Access (CA)	<ul style="list-style-type: none"> • Student access and enrollment in a broad course of study that includes all of the subject areas
Student Outcomes	Student Achievement (SA)	<ul style="list-style-type: none"> • Performance on standardized tests • Score on API • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share of students that pass AP exams with 3 or higher • Share of students determined prepared for college as measure by the EAP
	Other Student Outcomes (OSO)	<ul style="list-style-type: none"> • Other indicators of student performance in required areas of study. May include performance on other exams
Engagement	Parent Involvement (PI)	<ul style="list-style-type: none"> • Efforts to seek parent input • Promotion of parental participation
	Student Engagement (SE)	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates, • Middle and high school drop out rates • Graduation rates
	School Climate (SC)	<ul style="list-style-type: none"> • Student suspension rates • Student expulsion rates • Other local measures

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? 1. That the administration and faculty develop data driven protocols to review and collaborate around curriculum, assessments, instructional strategies and professional development with a focus on improving student achievement through Common Core Curriculum. 2. All math teachers to identify evidence to show that staff development in place is having a positive effect on student learning. 3. All math teachers consistently enforce the discipline plan.	
Area of Focus: X Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Transition to Common Core Standards and Curriculum, 100% of math classes implement CCSS-aligned scope and sequence.	1. Align curriculum and Common Core Math Standards. 2. Create/develop/refine common assessments using EADMS and other assessment resources. 3. Implement assessments. 4. Review results (rubrics, grades, grading policy). 5. Collaborate on strengths and weaknesses of the assessments or units based on the data.	1. Ongoing data analysis (common assessments and district benchmarks) 2. Review results (rubrics, grades, grading policy). 3. Collaborate on strengths and weaknesses of each teacher based on the data. 4. EADMS results = Data protocol analysis. 5. During pull out days, review data from common assessments and Tenmarks progress of students.	0000: Unrestricted	LCFF-LCAP 30,000 None Specified Unrestricted	1. Summer 2016. 2. Implementation of Math 1, Math 2, and Math 3 on first day of school for 16/17.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>6. Develop a corrective instructional plan using different instructional strategies and Tenmarks.</p> <p>7. Identify and model best instructional practices.</p> <p>8. TenMarks will be used for practice and remediation for all students in Math 1, Math 2, and Math 3.</p>	<p>6. Peer observations - each teacher will observe another teacher and discuss practices.</p> <p>7. Various tutoring services provided - teachers will encourage students to attend tutoring during their regular tutoring times, LEARNS, Tutoring Center, and Cal Tech Rise.</p> <p>8. Math 1 Goal - 50% of students will be at or above proficient on the end-of-the first semester Common Math Benchmark Assessment. 50% of students who do not achieve proficiency will improve by at least one band (e.g., below basic to basic).</p> <p>9. Math 2 Goal - 50% of students will be at or above proficient on the end-of-the-first semester Common Math Benchmark Assessment. 50% of students who do not achieve proficiency will improve by at least one band on the second semester Common Math Benchmark Assessment (e.g., below basic to basic).</p>				

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? 1. That the administration and faculty develop data driven protocols to review and collaborate around curriculum, assessments, instructional strategies and professional development with a focus on improving student achievement through Common Core Curriculum. 2. All ELA teachers to identify evidence to show that staff development in place is having a positive effect on student learning. 3. All ELA teachers consistently enforce the discipline plan.	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) X English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
1. Transition to Common Core, 100% of ELA classes implement CCSS-aligned scope and sequence.	1. Create and develop scope and sequence. 2. Create and develop a Data Driven Instruction (DDI) calendar (Data Analysis Calendar). 3. Align curriculum and California Common Core State Standards (CCSS) 4. Create/develop common assessments, including performance tasks. 5 Create/develop common	1. Ongoing data analysis using PHS data analysis protocol and EADMS results. <ul style="list-style-type: none"> • baseline assessments • performance tasks • common assessments 2. Results from district benchmark/common assessments/performance tasks, informative/formative assessments, and California Assessment of Student Performance and Progress (CAASPP),	6000-6999: Capital Outlay	LCFF-LCAP 40,000 None Specified None Specified	1. Summer planning 2016. 2. Implementation of ELA 1, ELA 2, and ELA 3 on first day of school for 16/17 school year.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>assessments using Educator's Assessment Data Management System (EADMS).</p> <p>6. Implement assessments</p> <p>7. Implement data analysis protocol to review assessment results.</p> <p>8. Collaborate on strengths and weaknesses of the assessments/unit based on the data.</p> <p>9. Make changes based on results.</p> <p>10. Develop a corrective instruction plan.</p> <p>11. Identify and model best instructional practices.</p> <p>12. In the summer 2016, create an "A" Monday Department Calendar.</p> <p>13. Increase the amount of Chromebook Carts.</p>	<p>midterm/semester grades</p> <p>3. Student presentations and project results</p> <p>4. Classroom Observations</p> <p>5. Calibration Sessions</p> <p>6. 50% of students will be at or above 3 (proficient) or 4 (advanced) on the end-of-the unit ELA Performance Task during the first semester. 50% of students who do not achieve a 3 proficiency will improve by at least one band (e.g., below basic to basic).</p> <p>7. 50% of students will meet or exceed the standards on the District Common Benchmark Assessments.</p> <p>8. Invite the ELA Grade Level Lead teachers to attend a Professional Development week in the Summer of 2016 to refine the units of study and create additional units of study to encompass the entire school year</p>				

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? 1. That the administration and faculty develop data driven protocols to review and collaborate around curriculum, assessments, instructional strategies and professional development with a focus on improving student achievement through Common Core Curriculum. 2. All teachers to identify evidence to show that staff development in place is having a positive effect on student learning. 3. All teachers consistently enforce the discipline plan.	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) X Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Transition to Common Core	1. Align curriculum and Common Core Standards 2. Create/develop common assessments, including performance assessments. 3. Implement assessments 4. Review results (rubrics, grades, grading policy) 5. Collaborate on strengths and weaknesses of each teacher based on the data. 6. Make changes based on results	1. Ongoing and baseline data 2. Create/develop common assessments, including performance assessments. 3. Review results (rubrics, grades, grading policy). 4. Collaborate on strengths and weaknesses of each teacher based on the data. Results from quarterly, informative and formative assessments (midterm/semester grades)	0001-0999: Unrestricted: Locally Defined	LCFF-LCAP 30,000 None Specified None Specified	1. Summer planning 2. Implementation of ELA 1, ELA 2, and ELA 3 on first day of school for 16/17 school year.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>7. Identify best instructional practices.</p>	<ul style="list-style-type: none"> • Performance task assessment • Benchmark testing and the new formative assessment (Smarter Balance) • Student presentations and project results 				
<p>Increase the number of special education (SPED) students on track for graduation based on number of credits earned from ___% to ___%.</p>	<p>1. student data (grades) collected each progress report</p> <p>2. data talks held after each grading period with case carriers, sped department leadership team to complete an action plan template that will guide additional student supports</p> <p>3. If action plan deems necessary, an IEP amendment will be held to discuss possible interventions, accommodations and modifications to be put in place to support student progress</p> <p>4. teacher observations,</p>	<p>1. calendar of data collection times for accountability; sped department leadership team; 5 data collection times each semester/ 10 in a year.</p> <p>2. calendar of data talks with each case carrier each grading period, action plan template completed after each data talk, action plans will include suggestions for interventions and additional supports to be implemented; case carrier and sped department leadership team; 1 completed action plan per case load per grading period.</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>None Specified</p>	<p>After the first progress report of the school year is published and continue for the entire school year</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>conferences and professional development conducted for teachers with high numbers of struggling students</p>	<p>3. Case carriers will monitor the implementation of interventions, accommodations and modifications decided in the amendment IEP through communication with teachers and students once per grading period, adjustments made if necessary; case carriers; 100% of the IEP amendment will be implemented.</p> <p>4. teacher feedback cycles; teachers, case carriers, sped leadership team; each teacher identified will complete one feedback cycle each semester or more if necessary</p>				
<p>Align specialized academic instruction (SAI) with common core standards and general education curriculum</p>	<p>1. Align SAI core subject curriculum, Common Core Standards and general education curriculum through subject department meetings and A Monday Professional Development Meetings</p> <p>2. Align common assessments in general education and SAI classes, then modify the aligned</p>	<p>1. A Monday Professional Development agendas, Department Meeting (by subject) agendas; SAI and general education teachers; once a month SAI and general education teachers meet to align curriculum</p> <p>2. 2 aligned assessments will be created/modified each semester; SAI and general education teachers</p>			<p>2016-2017 school year</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>assessments to meet student needs</p> <p>3. Implement modified assessments in core SAI classes</p> <p>4. Conduct data talks with SAI teachers and general education teachers to review results and make improvements</p> <p>5. SAI teachers and general education teachers collaborate on lesson planning</p>	<p>3. 2 aligned assessments will be administered each semester; SAI and general education teachers</p> <p>4. calendar of data talks with SAI and general education teachers, action plan template completed after each data talk; SAI and general education teachers from each core subject; 2 data talks each semester</p> <p>5. A Monday Professional Development agendas, Department Meeting (by subject) agendas; SAI and general education teachers; once a month SAI and general education teachers meet to lesson plan</p>				
<p>English Learners need to increase reading comprehension scores on the CELDT</p> <p>Long Term English Learners (ELs for more than 5 years) will increase reclassification rate</p> <p>English Learners will improve letter grades in content area classes (SDAIE</p>	<p>Provide time for ELD Teachers to collaborate on CELDT Prep.</p> <p>Continue to implement the Read 180 and System 44 Program</p> <p>Continue to implement Advanced Reading and Writing Program for CELDT level 4 and 5 students</p>	<p>CELDT Scores</p> <p>Scholastic Reading Inventory (Every 30 days)</p> <p>Progress Report Grades every 5 weeks</p> <p>Accelerated Reader (Reading Score Goal Monitoring)</p> <p>Reclassification Rate</p>		<p>6000-6999: Capital Outlay 10,000</p> <p>2000-2999: Classified Personnel Salaries LCFF-LCAP 57,000</p>	<p>2016-2017</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>classes)</p>	<p>Implement Accelerated Reader Allocate money to give students prizes for reading competition.</p> <p>Continue after-school tutoring with 3 (Math, English, Mandarin) teachers and 6 student tutors</p> <p>Continue Updating technology for EL Program student computers teacher computers 2 printers 1 projector</p> <p>LDRT will continue to coach SDAIE Teachers</p> <p>Allocate money for SDAIE Teachers meetings</p> <p>Part-Time Instructional Assistant and/or Part-Time Clerical Assistant</p>					

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? 1) Increase parent involvement across all areas by 20% 2) That all stakeholders, including parents and students, need to be involved in the WASC and SPSA process.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) X Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Need: Parent volunteers utilized by the school to assist teachers and staff. Focus: Setting up a system to log volunteers and requests from teachers and staff.	Two systems need to be put in place. One needs to track the skills, availability and clearance of volunteers. The other needs to collect the jobs or needs from teachers and staff.	A monthly report will be given to SSC that includes the number of registered and cleared volunteers and the number of teacher and staff requests that are outstanding and filled.	None Specified	LCFF-LCAP 5,000	September 2015- May 2016	
Need: Involvement of organized minority groups in the school plan. Focus 1: ELAC Involvement	The ELAC chair and staff advisor will be added to the council distribution list.	ELAC representation at SSC meetings and/or reports given.			Oct 2015 – May 2016	
Focus 2: AAPC Involvement	Targeted request by principal or AP of	Timeline presented to SSC for roll out of initiative by			Nov 2015 – May 2016	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Curriculum to African American Parents to introduce the concept of the AAPC and help form the group.</p>	<p>Nov. AAPC representative at SSC meetings and/or reports given.</p>				
<p>Need: Communication with Parents Focus 1: Increase parent use of Parent Portal. Currently 65% of parents have an account. Increase participation by 20% to a total of 85%.</p>	<p>Advertise to parents who are not signed up (Daily Bulletin, Newsletter, phone calls). Solicit signups upon individual parent contact.</p>	<p>Monitor parent participation and enrollment in Parent Portal monthly</p>			<p>Aug 2015– June 2016</p>	
<p>Focus 2: Increase teacher use of ABI Gradebook so parents can view all grades. Currently there are 16 of 80 teachers using ABI Gradebook. The goal is to increase teacher participation to at least 32 by the end of 2015.</p>	<p>Provide ongoing professional development on use of gradebook</p>	<p>Monitor teacher usage of ABI Gradebook monthly</p>			<p>Nov 2015 – June 2016</p>	
<p>Focus 3: Increase individual teacher posting of homework assignments on school website. Currently there are 20 teachers posting homework. The goal is at least 40.</p>	<p>Encourage increased participation through department level meetings.</p>	<p>Monitor the number of teachers who are posting homework.</p>			<p>Aug 2015 – June 2016</p>	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY
Focus 4: Communication to home and school will be delivered in a variety of methods	Communication home will be done in English, Armenian, and Spanish	Written communication and phone calls home will be in English, Armenian, and Spanish			Aug 2015 – June 2016	
	The information and calendar on the school website will be kept current	School community to funnel information to webmaster for inclusion on website			Aug 2015 – June 2016	
	Weekly eblast will continue	Continue to add parents to our email list. Currently xx parents receive the weekly eblast.			Aug 2015 – June 2016	
	Continue weekly phone calls home (School Messenger)	Monitor reports of completed calls and non-deliverable calls.			Aug 2015 – June 2016	
	Continue Coffee with the Principal program	Scheduled for September, November, January and March			Aug 2015 – June 2016	
	Continue monthly PHS newsletter "Bulldog News"	Sent electronically monthly; posted on school website; posted in classrooms and offices; hard copies available in Attendance Office			Aug 2015– June 2016	
	PHS Marquee- utilize new marquee as a communication tool	Multiple staff members be to trained; marquee kept current			Aug 2015-June 2016	
Need: Funding for programs and activities that make the students successful.	Actions: Meetings held to discuss annual fund idea. Build consensus to have the	Quarterly reporting of progress. Goal 1: Have at least 30 come to			Sept 2015 – Mar 2016	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Focus: Annual Fund will be started at the school to help pay for under or non-funded necessary items.</p>	<p>fund. Form committee and set goals. Tie financial goals to school needs.</p>	<p>the preliminary meeting Goal 2: Have at least 5 people take an active role on an annual fund committee. Goal 3: Have a fundraising goal and implement a plan.</p>				
	<p>Continue monthly PHS newsletter "Bulldog News"</p>	<p>Sent electronically monthly; posted on school website; posted in classrooms and offices; hard copies available in Attendance Office</p>			<p>Aug 2015 – May 2016</p>	
	<p>PHS Marquee- utilize new marquee as a communication tool</p>	<p>Multiple staff members be to trained; marquee kept current</p>			<p>Oct 2015 – May 2016</p>	
<p>Continue to solicit and utilize parent and/or community volunteers</p>	<p>SSC, PTSA, staff will identify areas where volunteer help is needed</p>	<p>Coordinate efforts through senior clerk typist in D101</p>			<p>Aug 2015 – May 2016</p>	
<p>Need: Funding for programs and activities that make the students successful. Focus: Annual Fund will be started at the school to help pay for under or non-funded necessary items.</p>	<p>Actions: Meetings held to discuss annual fund idea. Build consensus to have the fund. Form committee and set goals. Tie financial goals to school needs.</p>	<p>Quarterly reporting of progress. Goal 1: Have at least 30 come to the preliminary meeting Goal 2: Have at least 5 people take an active role on an annual fund committee. Goal 3: Have a fundraising goal and implement a plan.</p>			<p>Dec 2015-May 2016</p>	

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???
 1. The administration, faculty and students consistently enforce the discipline plan (security, attendance, safe and orderly campus).

Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
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What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
Consistently enforce the discipline plan	1. Develop a discipline/student support matrix 2. Follow the assertive discipline roles and responsibilities. 3. Consistently review quarterly attendance and discipline data (suspensions, referrals, expulsions, etc). 4. Continue Saturday School Sessions to support goal #1.	1. Establish baseline data based on last year's attendance and discipline data. 2. Run a report every 10 weeks, to monitor student attendance in order to assist with Attendance Recovery and SART and SARB process (absences and tardies). (Attendance Clerk) 3. Run a report every 10 weeks to monitor number of referrals by teacher and by student violations.	None Specified	LCFF-LCAP 10,000 None Specified	1. Summer Planning 2015 2. Distribute to staff for implementation starting August 2015 for 15/16 school year.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>2. Modernize disaster team roles and responsibilities.</p>	<p>1. Based on current issues nationwide that have compromised school safety, we have revised and updated PHS School Safety Plan, to reflect current needs including sections that address “Active Shooter” and Bomb Threat. Utilizing CWAS and all resources available. Update Safety Disaster Bins and update supplies as needed</p> <p>2. Teachers will continue to receive current information and training as it relates to “Active Shooter” and Bomb Threats</p> <p>3. Drills for all threat levels will be scheduled this year, given new Threat Level Criteria as per District communication</p>	<p>1. Drill data will be shared at A Monday Meetings</p> <p>2. Attend District Safety Meetings when appropriate</p>	<p>None Specified</p>			
<p>3. Cleanliness of school campus</p>	<p>Create a template that will assist teachers, custodians, and administrators on holding each other accountable to their designated areas.</p>	<p>1. Can be shared in a Google Docs, to ensure accessibility for everyone.</p> <p>2. Teachers and administrators can assess custodians and custodians can assess teachers</p>				

Planned Improvements in Student Performance – Target/Goal Page

Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? 1. Increase percentage of students who are accepted to four-year colleges from 38% to 43%. 2. Increase graduation rate from 96% to 98%. 3. Increase the number of students who are A-G compliant.	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) X Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
1. Increase the percentage of students who A-G compliant.	1. Constant communication of A-G requirements. 2. Track data over the last 3-5 years of students who were eligible. 3. Train teachers on what the requirements to help students see the importance of grades. 4. Common grading policy in each department to create a baseline of expectations.	1. Share A-G posters for teachers to place on their walls. 2. Generate Aeries and Naviance reports to track progress by year.	0000: Unrestricted	LCFF-LCAP 5,000	1. Fall 2016	
• 100% of all High School	1. Create interventions that		0000: Unrestricted	None Specified	June 2016	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
<p>students will graduate in four years - Increase four-year graduation rate by 3% each year and decrease drop-out rate for high schools by 2% each and eliminate all middle school dropout</p>	<p>will support students starting in 9th grade, especially in Math and Science.</p>					
<ul style="list-style-type: none"> Increase the enrollment in Pathways by 5% until 50% are enrolled <p>Law & Public Service (LPS) App Academy Creative Arts Media and Design (CAMAD)</p>	<p>1. Start the recruiting process in 8th grade with feeder middle schools</p>	<p>enrollment numbers in each pathway, are trends increasing.</p>	<p>0000: Unrestricted</p>		<p>Ongoing</p>	

Planned Improvements in Student Performance – Target/Goal Page

<p>Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams??? The administration and faculty implement writing across the curriculum program.</p>	
<p>Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education, X Advanced Placement Program</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
<p>1. 80% or higher of students enrolled in an Advanced Placement (AP) course will take the AP Exam.</p>	<p>1. Create and develop scope and sequence. 2. Create and develop</p> <ul style="list-style-type: none"> • Introductory Session for every AP course after school in May by every AP Teacher. • Meet and Greet • Syllabus • Expectations • Summer Homework <p>2. In April, during AP Night, the parents and students will be encouraged to take the AP Exam. 3. Create an AP Course Contract. 4. Both Parents and</p>	<p>1. Sign-up list for Advanced Placement Exam. 2. AP results 3. Sign-in list for Introductory Session. 4. 90% or higher of students enrolled in an AP course will take the AP Exam.</p>	<p>None Specified</p>	<p>LCFF-LCAP 25,000 None Specified</p>	<p>1. May 2017 2. First day of school for 16/17 school year.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>Student sign AP Contract.</p> <p>5. AP Teachers encourage both the students and the parents to take the Advanced Placement Exam throughout the school year.</p>					
<p>2. 50% of students will score at or above 3 on the Advanced Placement (AP) Exam.</p>	<p>1. Advanced Placement Summer Training every other year for each Advanced Placement teachers.</p> <p>2. Complete the Professional Development Conference Summary Report and share strategies at Department Meetings.</p> <p>3. AP Teacher provides a list of prerequisite skills and knowledge students are expected to learn in previous Honors courses to Honors teachers.</p>	<p>1. At the end of each school year a list will be compiled of AP Teachers who attended the training and who still needs to be trained.</p> <p>2. 100% of the teachers will submit the Professional Development/Conference Summary Report.</p> <p>3. Submit a syllabus with prerequisite skills and knowledge to the Department Chairs. Department Chairs will disseminate syllabus to Honors Teachers.</p>			<p>Summer 2016.</p> <p>At the end of the school year 2017-2018.</p>	

Planned Improvements in Student Performance – Target/Goal Page

Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : <i>(insert annual target/goal)</i> Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS)) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : (insert annual target/goal) Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???	
Area of Focus: Math (LCAP: SA, CA, OSO, CCSS) English Language Arts (LCAP: SA, CA, OSO, CCSS) Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS)) Parent and Community Engagement (LCAP:PI)	School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE) Graduation/College and Career Ready (LCAP: SA) (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF-LCAP	202,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	35,000.00
0001-0999: Unrestricted: Locally Defined	30,000.00
2000-2999: Classified Personnel Salaries	57,000.00
6000-6999: Capital Outlay	40,000.00
None Specified	40,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	LCFF-LCAP	35,000.00
0001-0999: Unrestricted: Locally Defined	LCFF-LCAP	30,000.00
2000-2999: Classified Personnel Salaries	LCFF-LCAP	57,000.00
6000-6999: Capital Outlay	LCFF-LCAP	40,000.00
None Specified	LCFF-LCAP	40,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,000.00
Goal 2	40,000.00
Goal 3	87,000.00
Goal 4	5,000.00
Goal 5	10,000.00
Goal 6	5,000.00
Goal 7	25,000.00

**Restricted Funding Personnel
2016-2017**

Personnel	Funding	General Duty and SPSA support
Garcia, Salvador	.75 LCFF/LCAP	Instructional Aide
Gonzalez, Maria	1.0 LCFF/LCAP	Instruction Clerk Assistant Bilingual
Najera, Elizabeth	1.0 LCFF/LCAP	Teacher/LDRT
Reyes, Tatiana	.4 LCFF/LCAP	Community Assistant

**Centralized Services
Provided by Student Support Programs**

School Site Council Membership

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Barraza, Gilbert			X				
Abellera, Mariama		1st					X
Strotz, Kevin		1st				X	
Kodama, Mathew	Secretary	2nd			X		
Gardner, Jonathan		2nd		X			
Andrews, Stacy		1st		X			
McCreight, Jennifer	Chair	1st				X	
Nyland, Albert		2nd		X			
Garcia, Brisa		1st					X
Hernandez, Cynthia		1st					X
Torres, Larry		2nd				X	
Allen, Colleen		1st		X			
Numbers of members of each category:			1	4	1	3	3

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council 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
	African American Parent Council	_____ Signature
	Community Advisory Committee for Special Education Programs	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 05/19/2015

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

_____ Signature of ELAC chairperson	_____ Signature of ELAC committee member	_____ Meeting Date
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Attested:

Gilbert Barraza		
_____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date

Kevin Stroz		
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

Appendices

**Pasadena Unified School District
Program Improvement Schools ONLY**

School Program Improvement (PI) Activities Plan 2015-2016

Per ESEA Section 1116, LEAS must report school level PI activities related to Title I Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

Site completes ONLY sections relevant to their PI level, and ONLY sections in which they have related actions/activities (e.g., PI 4 school might only have information in section 1, sections 7, 8, or 9, and section 10). Rather than leave a section blank, please mark unused sections with "N/A".

	Information	WHO	WHAT
1	PI Year	All PI Levels	
2	Decrease management authority (eg., District provides increase administrative oversight over decisions made previously at site level)	PI 3	
3	Replace school staff relevant to the failure of making AYP (eg., specific grade levels of content areas that are not meeting targets)	PI 3	
4	Implement a new curriculum, including appropriate professional development	PI 3	
5	Extend school year or day	PI 3	
6	Appoint or contract with outside expert to advise the school on making AYP based on its school plan	PI 3	
7	Restructure or plan to restructure the internal organization	PI 3-5	
8	Plan to or open school as a public charter school	PI 4-5	
9	Plan to or did replace all or most of school staff (eg., broader action taken to change staff at the site)	PI 4-5	
10	Description of internal organizational improvements/restructuring activities planned based on data	PI All levels	

School Accountability Report Card
Insert the latest, always a year behind.

Site Level Parent Involvement Policy

All schools will address actions to promote parent involvement/engagement. School sites must work with parents through committee to develop and review site level policy based on the criterion provided.

This must be reviewed annually and updated to reflect current practice

Site Level School/Parent Compact

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Pasadena High School	Principal: Gilbert Barraza
School Number: 084	Counselor:
Date Completed:	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2014-2015 Current ADA Percentage	2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal
94.5%	95.6%	98%

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> Reward students for perfect attendance Attendance Certificates and Ceremony in May Implemented Gold and Silver Senior awards for academics Honor Roll Senior Awards 	<ul style="list-style-type: none"> All students 	Yearly Yearly Yearly Monthly Yearly	Perfect attendance Attendance data

GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> Follow PUSD/UTP contract for teacher attendance Hardship cases are handled with PUSD and PHS UTP support 	<ul style="list-style-type: none"> All certificated Teacher's with severe attendance issues 	Daily Monthly	<ul style="list-style-type: none"> All certificated Data showing all teacher's following contract

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GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> Data analysis of student and teacher attendance reports 	All students and staff	Monthly	Drop in number of students missing classes and decrease in the number of subs



Pasadena Unified School District
Instructional Services
 GIFTED AND TALENTED EDUCATION

GATE Principal's Checklist

The grey portions detail State requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in the grey. Please review this revised Checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

Rubric

- 1 = This is an established practice that has been in place since before the current school year.
- 2 = This practice is being implemented for the first time during the current school year.
- 3 = This practice is being developed now to be implemented during the upcoming school year.

Section 1: Program Design

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			
Are GATE services provided to students during the regular instructional school day?			
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			
Are all parents informed of the GATE Parent Education Workshops offered by the District?			
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately			

Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

1:3 The program is articulated with the general education programs.

counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			
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Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification? Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?			
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			
Does the plan inform parents and teachers of the GATE referral window of September – December?			
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of November – January?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?			

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Elementary	1	2	3
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Individual Learning Plan • Independent projects • GATE clusters • Curriculum compacting • Vertical subject-matter acceleration • Grade skipping 			

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

- Outside tutoring
- IB program

Middle School

Are high-achieving GATE students placed in accelerated or honors classes?

Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?

Are the following instructional options used in the development of the School GATE Plan:

- Honors class
- Pre-AP classes
- IB classes
- Enrichment classes
- Vertical subject-matter acceleration

High School

Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?

Are Advanced Placement classes available?

Is the IB diploma program available?

Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?

Are the following instructional options used in the development of the School GATE Plan:

- Honors classes
- AP classes
- IB classes
- Career Pathways classes

All Grades

Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?

Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent) to review and modify the GATE Principals Checklist annually as needed?

Does the School Site Council review and approve the GATE Principals Checklist annually?

Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Do schools provide enrichment activities that foster social interaction among GATE students?			
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			

Section 5: Professional Development

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan 			
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Icons of Depth and Complexity • Kaplan's Content Imperatives • Tiered Assignments • Curriculum Compacting • Flexible Grouping • Dabrowski's Over-excitabilities • Other 			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?			
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Is the School GATE Plan shared with parents and the community effectively and systematically?			
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Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program’s philosophy, goals, and standards.

Do all stakeholders (GATE PAC, administrators, teachers, community members and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			
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Name of School Site: Pasadena High School

Principal: Gilbert Barraza

School Site Council Chair (typed): _____

Date Approved By GATE Site Advisory Council: _____

Date Approved By School Site Council _____

Dates and times of calendared site GATE Advisory meetings

2012-2013:

Mandatory
1st _____

**Pasadena Unified School District
Kindergarten Transition Plan and Objectives**

Objective	One of the major challenges children have to faces in their early childhood years is the transition to kindergarten. It sets the tone and direction of a child’s school career. In 2006, the Pasadena Unified School District convened a Transition to Kindergarten Focus Committee in conjunction with the City of Pasadena’s Childcare Office, Head Start, and the Los Angeles Office of Childcare. PUSD representation on this committee includes preschool and Kindergarten teachers and administrative leadership.
Mission	The mission of this committee is to collaborate with educators and members of the community in order to plan and develop policies that will serve to provide effective transitions from preschool to Kindergarten.
Findings	Findings by the National Center for Early Development and Learning indicate a need for greater communication among Kindergarten teachers, families and the school. With the support of Transition to Kindergarten Focus Committee, the PUSD organized an informational forum for parents whose children were transitioning to Kindergarten and developed Kindergarten Readiness Packets that are distributed annually each spring to families.
Actions	<p>Instruction is provided to families, in English and Spanish, on the use of the materials in the kit. Materials included: pamphlets on activities parents and children could do together to get ready for Kindergarten, arts and craft supplies, transition booklet, PreK literature selections from Open Court, picture books and much more. Our plan is to improve and expand this effort to provide support and instruction to parents combined with engaging school readiness materials that are given to graduating PUSD preschool students.</p> <p>A key component of our Early Reading First plan is to expand promising practices to support the language development and literacy of English learners (ELs), we continue looking to expand the promising practices being developed at our three English Learner Acquisition and Development Pilot Program schools; Longfellow, Washington and Willard. PUSD utilizes the lessons learned from these promising English learner strategies as well as from a successful Reading First program. We continue to seek to improve alignment, continuity and the sharing of best practices in language development and literacy for preschool and elementary schools, our proposed professional development plan includes training teachers in the adopted reading program (now Open Court, with potential new adoption anticipated next year) as well as training for English learner strategies and providing ongoing coach support.</p> <p>Increased communication between our preschool and Kindergarten teachers will also strengthen the transition to Kindergarten and the types of promising practices being used at our elementary schools, including the development of Individual Learning Plans, newcomer support, intervention strategies, Reclassification, and follow-up.</p>

Recommendations and Assurances

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

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

English Learner Advisory Committee


Signature

African American Parent Council

Signature

Community Advisory Committee for Special Education Programs

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Other committees established by the school or district (list):

Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 05/19/2015

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

Signature of ELAC chairperson

Signature of ELAC committee member

Meeting Date

Attested:

Gilbert Barraza

Typed Name of School Principal



Signature of School Principal

5/31/16

Date

Kevin Stroz

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5-31-16

Date