The Single Plan for Student Achievement

School: Santa Clara High School

CDS Code: 43-69674-4330122

District: Santa Clara Unified School District

Principal: Gregory Shelby

Revision Date:

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

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

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The District Governing Board approved this revision of the SPSA on 6/14/2016.

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School Vision and Mission

Santa Clara High School 's Vision and Mission Statements
The mission of Santa Clara High School is to foster inquiry and self-reliance in our diverse student body while imparting an excellent, well-rounded education in a safe, inclusive, and collaborative environment. We at Santa Clara High School strive to graduate productive, intellectually curious students who use their education, talents, and skills for the betterment of themselves, their community, and the world.

Our goal is to develop students who are:
- effective communicators
- contributing citizens
- informed, productive thinkers
- selfdirected learners
- collaborative workers
- information processors

School Profile

Santa Clara High School, originally established in the downtown area of Santa Clara in 1872, moved to its current location on the present 32-acre campus in 1981 as a senior high school serving grades 10-12. In 1987, the ninth grade was added, and now the school serves students from Santa Clara, Sunnyvale, and San Jose as a traditional 9-12 institution.

Duplexes and apartments surround the school that is located south of El Camino Real on Benton Street. The service area includes retail commercial establishments, high technology, industry, and residential property ranging from the least expensive property to the most expensive property in the city. The school is located two blocks away from the City of Santa Clara's Central Park, which houses the Community Recreation Center and the International Swim Center.

The community makes extensive use of the schools facilities, including the Performing Arts Center, which opened in February 2005. A new Fab Lab for STEM (science, technology, engineering, and math) education will be available for student and community use beginning in the 2016-2017 school year.

Santa Clara High School's teachers and staff believe all students are capable of succeeding. The school is committed to meeting the needs of students in grades 9-12 by providing an effective instructional program that improves students academic, social, physical, and psychological achievements, as well as one that meets the expectations of the district and state guidelines.

Comprehensive Needs Assessment Components

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

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

SCHS conducts an annual staff survey that provides the administration and School Planning Team with feedback on areas of strength, areas of need, and desired direction for the school. Students and parents are surveyed on an ad hoc basis. Such surveys included a recent parent and student survey on which AP classes, additional languages, and possible electives that SCHS should attempt to add to our master schedule. The EL program conducts an annual needs assessment survey for EL families.

Classroom Observations

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

Administration conducts an average of 15-20 classroom observations each week. This includes shorter informal drop-in visits and longer formal observations. Additionally, a structure was set up to enable teachers to observe other teachers, with substitute teachers being provided to allow this to happen. Department chairs often visit members of their department, and the EL site coordinator observed all EL and SDAIE classes. During the course of the year, teachers that needed additional support received visits more often. The majority of observations showed highly engaged lessons with students participating in their learning.

Analysis of Current Instructional Program

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

Standards, Assessment, and Accountability

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

    All students are assessed using state-mandated and district-adopted assessments.   Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

    All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

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

    100% of our teachers are highly qualified.

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

    Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

    All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

    Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

    Designated time for teacher collaboration occurs on a regular basis.

<u>Teaching and Learning</u>

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

    All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

    The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

    Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

    Every student has access to standards-based instructional materials as required by the Williams Act.

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

    All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

<u>Opportunity and Equal Educational Access</u>

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

    Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

14. Research-based educational practices to raise student achievement

    The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

<u>Parental Involvement</u>

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

    Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

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

    The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

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

    The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

18. Fiscal support (EPC)

    The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Description of Barriers and Related School Goals

Barriers that SCHS is working to overcome include a lack of space for teachers based on growing population, high mobility within our EL student population, and limited parent involvement from specific demographic groups. For the space issue, the department chairs and administration have created a master schedule that requires room sharing. This will be tenable for the 16-17 school year, but not beyond if growth occurs as anticipated. As such we are advocating for several portables to be added to our campus until our population drops, which is anticipated to happen in 2019. For the high mobility and low parent involvement issues, we have expanded our EL program to include more personnel (such as the site coordinator and ELSAT), more counselors, and more staff members that are bilingual in targeted languages.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	446	497		422	474		412	474		94.6	95.4	
All Grades	446	497		422	474		412	474		94.6	95.4	

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	2630.9	2633.0		33	33.54		41	39.24		17	16.88		10	10.34	
All Grades	N/A	N/A	N/A	33	33.54		41	39.24		17	16.88		10	10.34	

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	34	41.23		53	45.03		13	13.74	
All Grades	34	41.23		53	45.03		13	13.74	

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	48	45.34		40	41.95		12	12.71	
All Grades	48	45.34		40	41.95		12	12.71	

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	24	30.66		67	59.20		10	10.15	
All Grades	24	30.66		67	59.20		10	10.15	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	47.99		45	40.59		8	11.42	
All Grades	47	47.99		45	40.59		8	11.42	

Conclusions based on this data:

1. 42% of grade 11 students met or exceeded overall achievement standards on the ELA portion of the CAASPP.

2. 22% of grade 11 students nearly met overall achievement standards on the ELA portion of the CAASPP.

3. 33% of grade 11 students did not meet overall achievement standards on the ELA portion of the CAASPP.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	446	497		422	471		415	471		94.6	94.8	
All Grades	446	497		422	471		415	471		94.6	94.8	

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**		**% Standard Not Met**
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	2608.3	2596.9		17	15.07		26	27.60		29	25.27		28	32.06	
All Grades	N/A	N/A	N/A	17	15.07		26	27.60		29	25.27		28	32.06	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	30	27.81		35	33.55		35	38.64	
All Grades	30	27.81		35	33.55		35	38.64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	21	19.53		56	51.38		22	29.09	
All Grades	21	19.53		56	51.38		22	29.09	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	20	24.63		61	53.50		19	21.87	
All Grades	20	24.63		61	53.50		19	21.87	

Conclusions based on this data:

1. 31% of grade 11 students met or exceeded overall achievement standards on the Mathematics portion of the CAASPP.

2. 29% of grade 11 students nearly met overall achievement standards on the Mathematics portion of the CAASPP.

3. 38% of grade 11 students did not meet overall achievement standards on the Mathematics portion of the CAASPP.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	6	5		29	30		38	41		18	13		8	11	
10	3	5		40	33		33	33		12	16		12	13	
11	7	15		27	23		32	36		24	19		10	6	
12	11	3		22	19		33	50		17	13		17	16	
Total	7	7		31	28		35	39		18	15		11	11	

Conclusions based on this data:

1. Of our 222 EL students 12% are Advanced and 40% are Early Advanced, as determined by the CELDT.

2. Of our 222 EL students, 27% are Intermediate, as determined by the CELDT.

3. Of our 222 EL students, 14% are Early Intermediate and 8% are Beginning, as determined by the CELDT.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	16	11		24	30		33	32		14	12		13	15	
10	8	5		35	29		28	32		14	20		15	14	
11	9	17		24	24		26	31		22	20		19	7	
12	11	3		21	17		32	46		16	14		21	20	
Total	12	9		27	26		30	34		16	17		16	14	

Conclusions based on this data:

1. Of our 272 EL students 15% are Advanced and 36% are Early Advanced, as determined by the CELDT.

2. Of our 272 EL students 26% are Intermediate, as determined by the CELDT.

3. Of our 272 EL students 14% are Early Intermediate and 10% are Beginning, as determined by the CELDT.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	**Cumulative Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rates**
African American	106	14	13.2
American Indian or Alaskan Native	18	4	22.2
Asian	368	15	4.1
Filipino	254	17	6.7
Hispanic or Latino	736	107	14.5
Did not Report	21	2	9.5
Pacific Islander	1	1	*
Two or More Races	94	9	9.6
White	520	73	14.0
Male	1,099	119	10.8
Female	1,026	124	12.1
English Learners	243	47	19.3
Students with Disabilities	317	76	24.0
Socioeconomically Disadvantaged	919	138	15.0
Migrant	24	2	8.3
Foster	28	16	57.1
Homeless	52	20	38.5
Grades 9-12	2,125	243	11.4
Total	2,125	243	11.4

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LEA Goal: 1A, 1C, 1D, 2A LCAP Goal: 1, 2, 3, 4, 5
SCHOOL GOAL #1:
1. Continue to work toward raise the percentage of 9th, 10th, and 11th graders who score Standard Met or Exceeded on the English Spring Semester Writing Performance-Based Assessment (PBA) to at least 65%. (WASC Goal 2) 2. Show improvement in student scores in the English Language Arts (ELA) portion of the California Assessment of Student Performance and Progress (CAASPP). (WASC Goal 2) 3. Support student reading for enjoyment as indicated by an increase in library circulation of materials and student satisfaction levels with the library. (WASC Goal 1) 4. Support teachers as they continue to incorporate the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) into their curriculum to foster improved student literacy skills n all subject areas. (WASC Goal 2) 5. Reduce the percentage of Ds and Fs earned by students in English, Social Science, Science, and Technology courses in part by utilizing an after-school tutoring program for struggling students who are earning Ds or Fs in these classes. (WASC Goals 1, 2, and 3)

Data Used to Form this Goal:

1. The 2016-2017 Spring Writing PBA scores were as follows: 37% Standard Met or Exceeded, 36% Standard Nearly Met, 27% Standard Not for Met 9th-11th graders (12th graders do not take district Writing PBAs).
2. In 2016-2017 and 2015-2016, 73% of students met or exceeded state standards on the CAASPP test in ELA/Literacy. In 2014-2015, 43% of students met or exceeded state standards.
3. The monthly library circulation numbers for the past five years are as follows: 2017-2018 - 1,111; 2016-2017 - 1,164; 2015-2016 - 1,049; 2014-2015 - 1,004; 2013-2014 - 982.
4. CCSS, with standards in Reading, Writing, Speaking, and Listening, and NGSS have been implemented statewide.
5. For the first semester of 2017-2018, 43% of the grades in all courses were As, 27% Bs, 17% Cs, 7% Ds, and 5% Fs. First semester grades in 2016-2017 were 41% As, 27% Bs, 18% Cs, 8% Ds, and 6% Fs, compared to 2015-2016's 35% As, 28% Bs, Cs, 9% Ds, and 8% Fs.
6. For the second semester of 2016-2017, 40% of the grades in all courses were As, 27% Bs, 18% Cs, 8% Ds, and 7% Fs. Second semester grades in 2015-2016 were 37% As, 27% Bs, 20% Cs, and 16% Ds and Fs.

Attached Data:
1. Spring Writing PBA Performance (2016-2017)
2. CAASPP Test Results in ELA and Mathematics (2015-2017)
3. CAASPP Achievement Levels (2015-2017)
4. Library Circulation Numbers (2006-2018)
5. Final Marks by Grading Period (2016-2018)
6. Final Marks by Grading Period (2015-2017)
7. SCHS LCAP (2015-2016)

Findings from the Analysis of this Data:

1. Students need explicit instruction with practice analyzing good writing to improve their performance on the English PBA.
2. Focus on CAASPP test scores is needed to improve the number of students who score Meets or Exceeds Standard.
3. Students' word knowledge is strongly linked to academic success. Studies show that students with large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. There is a high correlation between word knowledge and reading comprehension indicating that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected.
4. The students highly value the library and its contributions to school wide literacy and love of reading must be fostered so that it may continue.
5. Teachers need to be supported with time to collaborate and see, create, and model best practices to align their curriculum with the CCSS as well as subject specific standards such as NGSS.
6. Students need additional support to achieve academic success in core subjects.
7. Data must be reviewed by teachers in order to better inform their students.
8. Articulation between middle school and high school is needed as NGSS standards are implemented over the next two years.

How the School will Evaluate the Progress of this Goal:

1. 65% of 9th, 10th, and 11th grade students will score Meets or Exceeds Standard on the Spring Writing PBA.
2. 75% of 11th graders will score Meets or Exceed Standard on the ELA/Literacy portion of the CAASPP.
3. The library circulation rates will increase by 2% annually. Student satisfaction levels will increase by 2% on average.
4. Teachers will continue to utilize curriculum maps and develop lesson plans for English courses, incorporating CCSS, and Science courses incorporating NGSS.
5. The number of students who earn Ds and Fs in English, Social Science, Science, and Technology classes will be reduced by 10% respective of each class.

	Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1	Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2) 2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2) 3. Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies. (WASC Goal 2) 4. Develop new ideas and promote writing in Journalism class through countywide best practices observations and through the use of critiques. (WASC Goals 1 and 2)	July 1, 2018 to June 30, 2019	Librarian, Library Media Assistant, Teachers, Administration, District Instructional Resource Specialist, Literacy Focus Group	Library Materials, Hardware, and Software Supplementary Materials Development of the Journalism Course	Targeted Allocation Targeted Allocation Targeted Allocation	0 1500 1000
2	Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goals 1 and 2) 1. Create opportunities for collaboration between Social Science, English Language Arts, and Science teachers to provide students with cross-curricular exposure to CCSS. (WASC Goal 2) 2. Support collaboration time and training for Science teachers around the NGSS standards. (WASC Goal 2) 3. Transition between current standards to CCSS and NGSS through the development of new curriculum and instructional practices. (WASC Goals 1 and 2) 4. Encourage real-world curricular connections by supporting academic field trips. (WASC Goals 1 and 2)	July 1, 2018 to June 30, 2019	9th, 10th, and 11th grade English Teachers, History / Social Sciences Teachers, Science Teachers	Field Trip Support	Targeted Allocation	25000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3 Access to Rigor (Increased educational opportunity) (WASC Goals 1, 2 and 3) 1. Continue to increase student enrollment in higher-level college preparatory courses (Advanced Placement (AP) and Honors), which will be achieved in part through the encouragement provided by Advancement Via Individual Determination (AVID) teachers to their students, as well as through a combined effort by administrators and teachers to identify and encourage students who belong to underrepresented minorities to take a higher level course. (WASC Goal 1 and 3) 2. Continue development, support, and growth of the AVID program to support students who are first-generation college-bound students and/or who are socioeconomically disadvantaged excel in AP and Honors courses. (WASC Goal 1, 2, and 3) 3. Continue support of the AVID program's tutoring program. (WASC Goal 1 and 3) 4. Continue to develop an AP Support course for juniors and seniors who are taking an AP course for the first time. (WASC Goal 1 and 3)	July 1, 2018 to June 30, 2019	Students, Teachers, Administration, School Planning Team, Counselors			
4 Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2) 1. Provide departmental professional development through conferences and workshops designed to address CCSS for ELA and Social Science, and NGSS for Science. (WASC Goal 2) 2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2) 3. Foster interdepartmental discussions and	July 1, 2018 to June 30, 2019	English Teachers, Literacy Focus Group, Journalism Advisor, Teachers from various departments, Administration	Professional Development on Common Core Teacher observation, trainings, and curriculum resources	Targeted Allocation Targeted Allocation	20000 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
collaboration through the Wednesday meeting times. (WASC Goal 2) 4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS and NGSS into the curriculum and deepen interdisciplinary understanding of CCSS and NGSS for literacy. (WASC Goal 2) 5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)					
5 Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3) 1. Communicate with parents regularly about CCSS literacy efforts (including efforts in English, History, Science, CTE, and other subjects). (WASC Goals 1 and 2) 2. Inform parents through the PTSA newsletter about CCSS and NGSS as well as important issues involving literacy. (WASC Goals 1 and 2) 3. Communicate to staff, parents, and students the importance of student performance on the literacy portion of standardized exams and college entrance testing (particularly PBA and CAASPP). (WASC Goals 1 and 2) 4. Get feedback from parents through surveys and other means. (WASC Goals 1, 2, and 3) 5. Utilize AP Parent Night to communicate the selection, standards, and rigor of AP courses. (WASC Goal 2)	July 1, 2018 to June 30, 2019	Administration, PTSA, English Teachers, Counselors			
6 Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2) 1. Seek opportunities to find local writers, and school and community members to share book talks with students. (WASC Goal 1) 2. Provide resources and materials to support	July 1, 2018 to June 30, 2019	Librarian, Library Aid, Bruin Book Club Advisor and Students, English Teachers	Teen Read Week Resources and Materials Bruin Book Club Books	Targeted Allocation Targeted Allocation	4000 1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Teen Read Week on campus. (WASC Goal 1) 3. Support the Bruin Book Club with genre-specific materials to best engage student and staff members of the club. (WASC Goal 1) 4. Provide an AP Support class to juniors and seniors who are enrolled in an AP class for the first time. (WASC Goal 1 and 2) 5. Support after-school support tutorial sessions for students who are struggling in ELA, Social Science, and Science courses. (WASC Goals 1, 2, and 3)					
7 Academic Support in Literacy (Extended learning time) (WASC Goals 1, 2, and 3) 1. Utilize the READ 180 program to support reading skills of students reading below grade level. (WASC Goals 1, 2, and 3)	July 1, 2018 to June 30, 2019	READ 180 Teachers, Administrators	Read 180 Teacher(s)	Targeted Allocation	66592
8 Data and Assessment (Monitoring program implementation and results) (WASC Goal 2) 1. Utilize English-Language Arts data from testing scores on the SBAC the districtwide Performance Based Assessments to better understand schoolwide areas of literacy concerns and implement action plan to address these concerns. (WASC Goal 2) 2. Continue portfolio development in English Department for student evidence of growth over high school career. (WASC Goal 2) 3. Ensure all teachers know how to access student data bases such as School City and Aeries to analyze student data. (WASC Goal 2)	July 1, 2018 to June 30, 2019	English Department and Department Chair, Administration, District TOSA			

Planned Improvements in Student Performance

<div align="center">

School Goal #2

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
LEA Goal: 1B, 1C, 1D LCAP Goal: 1, 2, 3, 4, 5
SCHOOL GOAL #2:
School Goal 2: Increase Mathematics Proficiency 1. Increase the percentage of students who score Standard Met or Standard Exceeded on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP) test. (WASC Goal 2) 2. Algebra 1 and Geometry teachers will develop benchmark assessments for each chapter and will ensure that at least 65% of students pass each assessment. (WASC Goal 2) 3. Algebra 2 teachers will develop benchmark assessments for each chapter in Algebra 2 and will focus on raising student scores 10% on average from pretest to post-test by making students aware of gaps in their prerequisite skills. (WASC Goal 2) 4. Utilize an after-school tutoring program for struggling students by referring students who do not achieve proficiency on benchmark tests and/or students who are earning Ds or Fs in their mathematics classes. (WASC Goals 1 and 3) 5. Utilize a support class for Algebra 1 students who do not achieve proficient scores on the benchmark tests so that they may relearn the material from the chapter and "test out" after taking the test a second time. (WASC Goal 1)
Data Used to Form this Goal:
1. In 2016-2017 and 2015-2016, 43% of students met or exceeded state standards on the CAASPP Test in Mathematics. In 2014-2015, 32% of students met or exceeded state standards. 2. The scores for the 2014-2015 Algebra I benchmark test are 54% Proficient and 46% Not Proficient. 3. The scores for the 2014-2015 Geometry benchmark test are 55% Proficient or Advanced, 22% Basic, and 26% Below or Far Below Basic. 4. The scores for the 2014-2015 Algebra 2 benchmark test are 90% Proficient or Advanced, 12% Basic, and 7% Below or Far Below Basic. 5. In the 2015-2016 school year, 30% of 10th grade Geometry students had grade of a D or F first quarter. 25% of 11th grade and 44% of 12th grade Algebra 2 students had a grade of a D or F first quarter. 34% of 9th grade and 53% of 10th grade Algebra I students had a grade of D or F first quarter. Attached Data: 1. CAASPP Test Results in ELA and Mathematics (2015-2017) 2. CAASPP Achievement Levels (2015-2017) 3. Algebra 1, Algebra 2, and Geometry Benchmarks (2014-2015) 4. SCHS LCAP (2015-2016)

Findings from the Analysis of this Data:

1. Algebra 1 and Geometry scores are low and a systematic focus on improving these scores is needed.
2. Algebra 2 benchmark success is evident; however, more focus must be made on student achievement with respect to grades.
3. Students need additional support to achieve academic success in Algebra 1, Geometry, and Algebra 2.

How the School will Evaluate the Progress of this Goal:

1. The Algebra 1 and 2 subject area teams will meet during the Wednesday Collaboration Meeting time once a month to collaborate and review data from common assessments. Administration will sit in on these meetings.
2. Algebra 2 and Geometry teachers will refer students who do not meet common assessment score benchmarks to the after-school tutorial course.
3. Algebra 1 teachers will refer students who do not meet common assessment score benchmarks to counselors and the department chair to place these students in the support classes. The teachers teaching the Algebra 1 support course will review student achievement data on common assessments to provide feedback on students who have tested out of the class.
4. The number of students who earn Ds and Fs in Mathematics classes will be reduced by 10% respective of each class. 65% of 11th graders will score Meets or Exceeds Standard on the Mathematics portion of the CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2) 2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2)	July 1, 2018 to June 30, 2019	Librarian, Library Media Assistant, Math Teachers	Library Materials, Hardware, and Software Supplementary Materials	Targeted Allocation Targeted Allocation	0 250
2 Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goals 1 and 2) 1. Create opportunities for collaboration between level teams as they develop common lesson plans and assessments, and collect and analyze test result data. (WASC Goal 2) 2. Transition between current scope and sequence of skills to CCSS through the development of new curriculum and instructional	July 1, 2018 to June 30, 2019	Math teachers, Math Department Chair, Guidance Counselors, Administration, Teacher-leaders			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
practices. (WASC Goal 1 and 2) 3. Build formative assessments and utilize data to drive instruction. (WASC Goal 2) 4. Utilize TOSA secondary curriculum specialists to support teachers and students in the classroom. (WASC Goal 2)					
3 Access to Rigor (Increased educational opportunity) (WASC Goals 1 and 3) 1. Continue to increase student enrollment in higher-level college preparatory mathematics courses (Advanced Placement (AP) and Honors), which will be achieved in part through the encouragement provided by Advancement Via Individual Determination (AVID) teachers to their students, as well as through a combined effort by administrators and teachers to identify and encourage students who belong to underrepresented minorities to take an AP mathematics course. (WASC Goal 1 and 3) 2. Support the Girls Achieving in Non-traditional Subjects (GAINS) Program to increase interest of female students in math and science fields. (WASC Goals 1 and 3)	July 1, 2018 to June 30, 2019	GAINS Advisor	Support for GAINS Activities	Targeted Allocation	1500
4 Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2) 1. Provide departmental professional development through conferences and workshops designed to address CCSS for Mathematics. (WASC Goal 2) 2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2) 3. Foster interdepartmental discussions and collaboration through the Wednesday meeting times. (WASC Goal 2) 4. Research teaching materials, strategies, and	July 1, 2018 to June 30, 2019	Mathematics Department Chair, PTSA, Administration	Professional Development on Common Core Teacher Observations, Training, and Curriculum Resources	Targeted Allocation Targeted Allocation	1500 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
professional development opportunities to improve the incorporation of CCSS into the curriculum and deepen interdisciplinary understanding of CCSS for Mathematics. (WASC Goal 2) 5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)					
5 Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1 and 2) 1. Communicate with parents, and hold consistent, the math tutoring schedule. (WASC Goals 1 and 2) 2. Communicate to staff, parents, and students the importance of student performance on the mathematics portion of standardized exams and college entrance testing, particularly with information on the CAASPP. (WASC Goals 1 and 2) 3. Communicate to parents the introduction of CCSS in the mathematics department. (WASC Goals 1 and 2) 4. Utilize AP Parent Night to communicate the selection, standards, and rigor of mathematics AP courses. (WASC Goals 1 and 2)	July 1, 2018 to June 30, 2019	Administration, Math Teachers, Counselors, District TOSA for Mathematics, PTSA			
6 Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3) 1. Improve math skills using the Assessment and Learning in Knowledge Spaces (ALEKS) computer program. (WASC Goals 1 and 2) 2. Support after-school support tutorial sessions for students who are struggling in mathematics courses.(WASC Goals 1, 2, and 3)	July 1, 2018 to June 30, 2019	Math Teachers, ALEKS Support Coordinator, District TOSA for Mathematics, Administration			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
7 Academic Support in Math (Extended learning time) (WASC Goals 1 and 2) 1. Utilize ALEKS as a mechanism for achievement and assessment in the Algebra 1 Support course. (WASC Goals 1 and 2) 2. Provide and schedule students who need additional support to pass Algebra I with an Algebra I Support class. (WASC Goals 1 and 2)	July 1, 2018 to June 30, 2019	Administration, Math teachers, Counselors, District TOSA for Mathematics	Algebra I Support teacher(s)	Targeted Allocation	55734
8 Data and Assessment (Monitoring program implementation and results) (WASC Goal 2) 1. Collect data on mathematics programs and formative assessments to monitor progress. (WASC Goal 2) 2. Gather and analyze available assessment data over the past five years to track Algebra achievement. (WASC Goal 2) 3. Ensure all teachers know how to access student data bases such as School City and Aeries to analyze student data. (WASC Goal 2) 4. Use data to build structure for supporting Algebra 1, Geometry, and Algebra 2 Common Core courses. (WASC Goal 2)	July 1, 2018 to June 30, 2019	Administration, District TOSA for Mathematics, Statistics class, Math Department Chair			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA Goal: 1A, 1B, 1C, 1D, 2A LCAP Goal: 1, 2, 3, 4, 5
SCHOOL GOAL #3:
School Goal 3: Increase English Language Proficiency 1. Continue to help each ELL student advance in his/her English language course placement at least one course level annually. (WASC Goals 1, 2, and 3) 2. Monitor the appropriate placement of each ELL student through the use of language assessment scores and teacher recommendations. (WASC Goal 1) 3. Provide support to all teachers of EL students in the form of professional development, collaboration time, and materials to help students achieve language development targets. (WASC Goal 2) 4. Provide support classes that help EL students transition from EL and SDAIE courses to mainstream classes and Long Term English Learners (LTELs) satisfy requirements for reclassification. (WASC Goals 1, 2, and 3) 5. Provide support to EL families through site, district, and community partnership resources. (WASC Goals 1, 2, and 3)

Data Used to Form this Goal:

1. The EL Support Teacher (ELST) and EL Support and Assessment Technician (ELSAT) provide anecdotal information about the current rate of course placement changes made by each EL.
2. 2016-2017 CELDT scores indicate 9% of EL students scored Advanced, 27% Early Advanced, 36% Intermediate, 17% Early Intermediate, 11% Beginning. In 2015-2016, students scored 13% Advanced, 30% Early Advanced, 34% Intermediate, 14% Early Intermediate, and 9% Beginning. In 2014-2015, students scored 16% Advanced, 34% Early Advanced, 36% Intermediate, 10% Early Intermediate, 3% Beginning.
3. In the 2016-2017 school year on the CELDT, 55 students were gainers, 125 were stickers, and 16 were sliders. In the 2015-2016 school year, 100 students were gainers, 128 were stickers, and 29 were sliders.
4. During the 2016-2017 school year, 27 EL parents graduated from the PIQE parent education program offered in English and Spanish.
5. In 2017-2018 there were 243 EL students (159 EL and 84 Long Term English Learner (LTEL) and 686 Reclassified Fluent English Proficient Students (RFEP).
6. In 2016-2017, 16.71% of the grades earned by LTELs were Ds and 14.39% were Fs. In 2016-2017, 11.35% of the grades earned by 159 ELs (non LTEL) were Ds and 12.92% were Fs. In 2016-2017, 8.29% of the grades earned by EOs were Ds and 7.36% were Fs.

Attached Data:
CELDT Performance Levels - Overall (2014-2018)
EL Gainers Stickers Sliders - Overall 1 (2016-2017)
EL Gainers Stickers Sliders - Overall 2 (2016-2017)
EL Gainers Stickers Sliders - Overall 1 (2015-2016)
EL Gainers Stickers Sliders - Overall 2 (2015-2016)
EL (non-LTEL) Final Marks by Grading Period (2016-2017)
LTEL Final Marks by Grading Period (2016-2017)
RFEP Final Marks by Grading Period (2016-2017)
EO Final Marks by Grading Period (2016-2017)

Findings from the Analysis of this Data:

1. Anecdotal information from the EL Support Teacher revealed that the system for course placement of each student is done by the ELST, ELSAT, counselors, and teachers.
2. SCHS met its AMAO 2 (students who have been in the country for 5 years or more and attained English proficiency) target, but did not meet its AMAO 1 (Annual Growth) and AMAO 2 (students who have been in the country for less than 5 years and attained English proficiency) targets. Continued support needs to be provided to support EL students who have been in the country for less than five years.
3. EL students need additional support in Algebra 1.

How the School will Evaluate the Progress of this Goal:

1. The ELSAT will monitor the course placement of all students.
2. Data analysis will be performed by the ELST and ELSAT.
3. The AMAO 1 (Annual Growth) 2015-2016 target is 62% and the 2016-2017 target is 63.5%.
4. The AMAO 2 (Attaining English Proficiency <5 years) 2015-2016 target is 25.5% and the 2016-2017 target is 26.8%.
5. The AMAO 2 (Attaining English Proficiency 5 years or more) 2015-2016 target is 52.8% and the 2016-2017 target is 54.7%.
6. The number of EL Algebra 1 students who earn a grade of D or F will be reduced by 10%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Curriculum and Materials (Alignment of instruction with content standards) (WASC Goals 1, 2, and 3) 1. Research and implement best practices in SDAIE teaching strategies. (WASC Goals 1, and 2) 2. Continue to build and support the ELL support classes through various means, including the purchase of supplemental texts and multimedia tools that are lexile and age appropriate. (WASC Goals 1, 2, and 3) 3. Support the use of expert tutors in ELL support classes. (WASC Goals 1 and 3)	July 1, 2018 to June 30, 2019	EL Support Teacher, EL Teachers, EL Support Tutors, Administration	Supplemental materials for ELL classes	Targeted Allocation	750
2 Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goal 2) 1. Utilize the services of an ELL consultant to work with teachers to develop rigorous curriculum. (WASC Goal 2) 2. All classes where ELLs are enrolled will follow district adopted standards. (WASC Goal 2)	July 1, 2018 to June 30, 2019	EL Teachers, Administration, District Office			
3 Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) 1. Continue to support the Science and Social Science departments as they continue to support EL students in subject-specific EL and SDAIE courses. (WASC Goal 2) 2. Provide professional development for teachers of EL and SDAIE classes. (WASC Goal 2) 3. Provide staff development training on tested research-based SDAIE strategies for mainstream classes with substantial numbers of EL students. (WASC Goal 2)	July 1, 2018 to June 30, 2019	EL Support Teacher, EL Teachers	Professional Development on EL/SDAIE	Targeted Allocation	1000
4 Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)	July 1, 2018 to June 30, 2019	EL Support Teacher, EL Support and Assessment	Parent Participation in Meetings	Targeted Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1. Use district office translation services for school communications. (WASC Goals 1, 2, and 3) 2. EL Support Teacher will hold quarterly English Language Advisory Committee (ELAC) parent meetings. (WASC Goals 1, 2, and 3) 3. EL Support Teacher will attend quarterly District English Language Advisory Committee meetings (DELAC). (WASC Goals 1, 2, and 3) 4. EL Support Teacher will provide parents of English Learners with relevant information via the EL and ELAC pages on School Loop. (WASC Goals 1, 2, and 3) 5. EL Support Teacher will coordinate with Parents for Quality Education (PIQE) to offer EL parent education classes. (WASC Goals 1, 2, and 3)		Technician, EL Teachers, District EL Facilitator, Parents			
5 Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2) 1. Execute a culturally-informative field trip for EL students that is aligned with ELA Common Core State Standards (CCSS). (WASC Goals 1 and 2)	July 1, 2018 to June 30, 2019	EL Support Teacher, EL English Teachers	EL Field Trip	Targeted Allocation	1600
6 Academic Support for ELL Students (Extended learning time) (WASC Goals 1, 2, and 3) 1. Provide an EL Support class for students who are transitioning out of ELL classes into SDAIE and/or mainstream classes. (WASC Goals 1, 2, and 3) 2. Provide an EL Support class for LTELs. (WASC Goals 1, 2, and 3)	July 1, 2018 to June 30, 2019	EL Support Class Teacher, EL Support Teacher, Counselors	EL Support Class Teachers	Targeted Allocation	66592
7 Data and Assessment (Monitoring program implementation and results) 1. Collect and record assessment data for EL students. 2. Support the coordination and teaching of site EL intervention programs.	July 1, 2018 to June 30, 2019	EL Support Teacher, EL Support and Assessment Technican	EL Support and Assessment Technician	Targeted Allocation	14270
			EL Support Coordination (2 Release Periods)	Targeted Allocation	60500

Planned Improvements in Student Performance

<u>**School Goal #4**</u>

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

SUBJECT: School Climate
LEA/LCAP GOAL:
LEA Goal: 1A, 1B, 1C, 1D, 2A LCAP Goal: 1, 2, 3, 4, 5
SCHOOL GOAL #4:
Goal Statement 4: Improve School Climate 1. Increase the number of student and staff members who participate in Student / Staff Camaraderie events to help build more connections between students and staff to lead to greater student achievement. Start to collect baseline data on the diversity of students and staff members who attend events. (WASC Goal 3) 2. Maintain a high level of turnout among freshmen students and junior/senior Link Crew leaders to the Freshman Orientation over the summer so as to see low levels of students transferring to New Valley Gateway within their four years at SCHS. (WASC Goal 3) 3. Ensure that 40% of staff members are AVID trained and pursue AVID Demonstration School status. (WASC Goals 2 and 3) 4. Promote a school-wide culture of college readiness through Advanced Placement (AP) and Advancement Via Individual Determination (AVID) staff development and student recruitment into AP and other advanced level courses. Reduce the AP access gap and provide support to first time AP students from all demographic groups at the junior and senior levels. (WASC Goals 1, 2, and 3)

Data Used to Form this Goal:

1. The 2016-2017 School Climate Report Card indicated a School Climate Index (SCI) score of 365 (15 point increase) with a 91% (4% increase) ranking compared to the state and a 99% (4% increase) ranking compared to similar schools; the response rate was 84%. In 2015-2016 the SCI score was 357 with an 89% state ranking and a 99% similar school ranking; the response rate was 80%. In 2014-2015, the SCI score was 350 with an 87% state percentile and 95% similar school percentile; the response rate was 77%.
2. Data will continue to be collected on the diversity and number of students and staff at Student/Staff Camaraderie events and of staff at staff events.
3. In 2017-2018, 580 freshmen and 116 Link Crew leaders participated in Freshman Orientation; 16 students were enrolled in the Link Crew Class. In 2016-2017, 504 freshmen and 134 Link Crew leaders attended Freshman Orientation. In 2015-2016, 449 of the 530 (84.7%) freshmen and 100 Link Crew Leaders, attended Freshman Orientation. In 2014, 486 of the 550 (88%) freshmen and 105 Link Crew Leaders attended Freshman Orientation. In 2013, 418 freshmen attended Freshman Orientation.
4. In 2017-2018, 18 faculty members completed AVID trained. In 2016-2017 48 faculty members were AVID trained. In 2015-2016, 32 (36%) faculty members were AVID trained.
5. In 2015-2016, 434 students enrolled in one or more AP level course; 11th/12th-grade underrepresented students were 87% as likely as benchmark students to be enrolled in at least one AP course. In 2014-2015, 290 students enrolled in one or more AP level course; 11th/12th-grade underrepresented students were 53% as likely as benchmark students to be enrolled in at least one AP course.
6. In 2013-2014, 35.5% of graduates completed A-G graduation requirements necessary to apply to a UC/CSU (53% Asian, 33% Filipino, 25% Hispanic or Latino, 21% African-American, and 38% White, 27% Socioeconomically Disadvantaged 4% EL, 41% Female, 30% Male, and 0% Migrant Ed).
7. In 2017, 221 students (62.3% of AP students) scored 3 or higher on an AP test compared to 221 (61.9%) in 2016, 180 (58.8%) in 2015, and 199 (68.4%) in 2014. In 2017, 355 students took 585 AP tests compared to 358 students who took 613 tests in 2016, 307 students who took 516 tests in 2015, and 291 who took 499 tests in 2014.

Attached Data:
1. School Climate Report Card (2016-2017)
2. School Climate Report Card (2014-2015)
3. Number of AP Exams and % AP Students Scoring 3+ (2014-2017)
4. Count of AP Students AP Exam and Scoring 3+ (2014-2017)
5. SCHS LCAP (2015-2016)

Findings from the Analysis of this Data:

1. The increase of the number of freshmen attending the Freshman Orientation from 2013 to 2017, along with the student Link Crew Leader volunteers, shows the large interest in this event and its continued need.
2. Actions need to be taken to increase the number of graduates who meet UC/CSU requirements.
3. Steps need to be taken to improve students' perceived feelings of high expectations and caring relationships, and opportunities for meaningful participation.
4. EOS data reveals a lack of diversity among students who sign up for AP level courses, with students of color and students with low socioeconomic status being among the underrepresented groups.
5. Although the school meets the criteria to be considered an AVID demonstration school (25% of staff must be trained), teachers should attend additional AVID conferences to expand their knowledge regarding AVID strategies.

How the School will Evaluate the Progress of this Goal:

1. The Link Crew Advisor and the Student Activities Administrator will review Freshmen and Link Crew leader turnout data at the end of each Freshmen Orientation event.
2. The AP Equity Leadership Team will review AP Equity Analysis EOS data and will implement strategies designed to increase AP signups among underrepresented groups and provide support to first time AP students. The AVID Support Team will develop strategies for increasing visibility of the AVID program among students and staff. They will also identify staff members who are interested in attending AVID training.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Connectedness to School (Auxiliary services for students and parents) (WASC Goals 1 and 3) 1. Utilize school wide events and celebrations to promote student engagement. (WASC Goals 1 and 3) 2. Support School Pride IDEA Group in its collaboration with AVID to promote a school wide recycling program. (WASC Goal 3) 3. Continue to increase visibility of the AVID program through student activities and the maintenance of the AVID Center. (WASC Goal 3)	July 1, 2018 to June 30, 2019	Leadership Students, Administration, AVID TOSA, AVID Trained Teachers, AVID Students			
2 Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3) 1. Ensure diversity in types of student activities and rally themes to increase student involvement in school. 2. Support the Visual and Performing Arts Department's Day of the Arts showcase. (WASC Goal 3) 3. Increase attendance of teachers at 504 meetings. (WASC Goal 3) 4. Increase attendance of teachers at SST meetings. (WASC Goal 3) 5. Revise and update staff activities and increase communication with all staff for events. (WASC Goal 3) 6. Utilize the services of an site council coordinator to work with staff and parents to develop a School Plan for Student Achievement that supports the needs of students, as well as school and district goals. (WASC Goals 1, 2, and 3) 7. Provide leadership training to school planning team leaders and other staff members with leadership roles. (WASC Goal 2) 8. Utilize the services of teacher-lead IDEA Groups to identify and address school and district goals. (WASC Goal 2) 9. Utilize the services of an IDEA group coordinator to work with staff to develop IDEA	July 1, 2018 to June 30, 2019	Administration, Leadership students, Staff, Visual and Performing Arts Department, Counselors	Day of the Arts Support	Targeted Allocation	1500
			SSC Coordinator	Targeted Allocation	6237
			Leadership Training	Targeted Allocation	10000
			IDEA Group Leaders	Targeted Allocation	4712
			IDEA Group Coordinator	Targeted Allocation	1294
			SST Support	Targeted Allocation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
groups that address school and district goals. (WASC Goal 2)					
3 Improve Communication (Staff Development and Professional Collaboration) (WASC Goals 1, 2, and 3) 1. Require all staff members to update their School Loop sites at least once a week. (WASC Goal 1) 2. Provide translations of school communications. (WASC Goals 1 and 2) 3. Collect data on school climate from staff, students, and parents via surveys. (WASC Goals 3)	July 1, 2018 to June 30, 2019	Administration, All Staff			
4 Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3) 1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3) 2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3) 3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3) 4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3) 5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3) 6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3) 7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3)	July 1, 2018 to June 30, 2019	Link Crew Teacher, Link Crew Leaders, PTSA Administration, AVID TOSA, AVID teachers, Administration	Link Crew Support	Targeted Allocation	2000
				Targeted Allocation	
			Binders for Freshman, Foster Youth, and Others	Targeted Allocation	5500
			Professional Development for School and ASB Activities	Targeted Allocation	0
			College/Career Awareness Event Promotion	Targeted Allocation	1000
			College-Tour Field Trips	Targeted Allocation	0
			AP Support Teacher(s)	Targeted Carryover	22000
			Link Crew Coordination	Targeted Allocation	1920
			Link Crew Teacher	Targeted Carryover	25300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3) 9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3) 10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2) 11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)					
5　College Readiness (Staff Development and Professional Collaboration) (WASC Goals 1, 2, and 3) 1. Collect data about potential candidates for AP classes for the 2016-2017 year through a partnership with EOS and use this data to recruit students into AP level courses, with emphasis on closing the AP access gap for underrepresented groups. (WASC Goals 1, 2, and 3) 2. Support the AP Equity Leadership team as it continues to develop methods for supporting new AP recruits individually and systemically. (WASC Goals 1, 2, and 3) 3. Provide AP summer training for all new AP teachers as well as selected current AP teachers and current/future honors-level teachers. (WASC Goal 2) 4. Review and redefine AP course prerequisites to ensure equitable student access to take AP courses. (WASC Goal 2) 5. Provide training in AVID techniques to teachers of mainstream and AP classes. (WASC Goals 1, 2, and 3)	July 1, 2018 to June 30, 2019	AP Equity Leadership Team, AVID TOSA, Administration, Department Chairs, Teachers, District Educational Services personnel, College and Career Resource Specialist	AVID Training AP Training EOS Partnership	Targeted Allocation Targeted Allocation Targeted Allocation	10000 2000 2250

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Technology
LEA/LCAP GOAL:
LEA Goal: 1A, 1B, 1C, 1D, 2A LCAP Goal: 1, 2, 3, 5
SCHOOL GOAL #5:
Goal Statement 5: Improve Use of Technology 1. Update and replace outdated computers in the library and instructional spaces. (WASC Goal 2) 2. Provide interested teachers with wireless remote presentation clickers. (WASC Goal 2) 3. Provide students with access to technology via student computers or devices in classrooms and support centers. (WASC Goals 2 and 3) 4. Provide needed technology for instructional support spaces like such as the library and AVID Center. (WASC Goals 2 and 3) 5. Provide access for a variety of classes from different departments to use the FAB Lab. (WASC Goals 1, 2, and 3) 6. Provide technology support and training to students and staff. (WASC Goals 1, 2, and 3)
Data Used to Form this Goal:
1. During the 2014-2015 school year, 176 Wyse Thin Clients were purchased to replace older computers in instructional spaces; 40 additional Wyse Thin Clients were purchased during 2015-2016. 2. During the 2014-2015 school year, 46 Chromebooks were purchased for classroom teachers to use during a pilot and to update the J Lab and Career Center; 190 additional Chromebooks were purchased in 2015-2016. In 2016-2017, 15 Chromebook carts with 305 Chromebooks were available for student use. In 2017-2018, 905 students received one-to-one Chromebooks with access to 20 Chromebook carts and three computer labs. 3. In 2015-2016, projectors, screens, and audio were installed in the following shared instructional spaces: C211, S118, Small Gym, Cafeteria, and Library. Through a partnership with the district, the iMac lab was updated during the 2015-2016 school year. 4. In 2017-2018 the Bruin Genius Squad consisting of five tech-savvy students formed under the supervision of the the new Technology Support Coordinator to assist students and faculty with low-level technology issues.
Findings from the Analysis of this Data:
1. The data revealed that staff values very highly the additional assistance that technology brings to their classroom. However, further training is needed so that all staff members have a wealth of technology skills at their disposal. 2. The informal technology survey showed that many of the library's computers need to be replaced.

How the School will Evaluate the Progress of this Goal:
1. Administration will monitor the usage of technology in instructional spaces.
2. Teachers, other than the designated STEM teachers, from at least three departments will incorporate use of the FAB Lab into their lesson plans.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Classroom Resources and Support (Improvement of instructional strategies and materials) (WASC Goals 2 and 3) 1. Update the software and hardware available to students in the library and to classroom teachers. (WASC Goals 2 and 3) 2. Further integrate the technology of the document camera into classroom instruction. (WASC Goal 2) 3. Maintain READ 180 technological infrastructure to facilitate learning in the class. (WASC Goals 2 and 3) 4. Supply instructional support spaces such as the library and AVID Center with the technology necessary to provide quality instruction. (WASC Goals 2 and 3) 5. Supply materials in the FAB Lab for use by non-STEM designated teachers and classes. (WASC Goal 2) 6. Provide professional development opportunities to teachers and support staff to increase the use of technology as an instructional tool in classrooms and instructional spaces. (WASC Goal 2) 7. Utilize the services of a technology coordinator to provide on-site technology support to students and staff. (WASC Goal 3)	July 1, 2018 to June 30, 2019	READ 180 Teachers, Administration, Librarian, AVID TOSA, AVID Teachers, Technology Teachers, Teacher-leaders, District IT support, Technology Coordinator, Tech TOSA	Computer replacement; remote presentation clickers; document cameras	Targeted Allocation	0
			Technology for instructional support spaces	Targeted Allocation	0
			Professional Development on Technology	Targeted Allocation	4750
			Technology Coordinator	Targeted Allocation	0
2 Increased Student Access to Technology (Alignment of instruction with content standards) (WASC Goals 2 and 3) 1. Increase access to technology for students who are economically disadvantaged and/or part of	July 1, 2018 to June 30, 2019	Administration, School Site Council Coordinator, Tech TOSA, Librarian, Teacher-leaders,	Computers and ancillary technological devices	Targeted Allocation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
targeted subgroups through the purchase of computers and ancillary support devices. (WASC Goals 2 and 3) 2. Create an environment in which all students, including SED, EL, Special Education, Foster Youth, and other targeted subgroups, have ample access to technology within and outside of the classroom. (WASC Goals 2 and 3)		District IT support, Counselors, EL Support Teacher, EL Support and Assessment Technician, Tech Coordinator			

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #7

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

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Targeted Allocation	384720	7,769.00
Targeted Carryover	40,754	-6,546.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Targeted Allocation	376,951.00
Targeted Carryover	47,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English Language Arts	119,592.00
Goal 2: Mathematics	58,984.00
Goal 3: English Language Development	145,212.00
Goal 4: School Climate	95,713.00
Goal 5: Technology	4,750.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gregory Shelby	X				
Sara Carvalho		X			
Amanda Lease		X			
Adolfo McGovert		X			
Carmelita Weddle		X			
Mary Fatuesi			X		
Will Kennedy				X	
Yvonne Loo				X	
Amber Wacht				X	
Harleen Gill					X
Ria Grewal					X
Eva Kwiatkowski					X
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on 5/2/2018.
6. This SPSA was revised on .

Attested:

| Gregory Shelby | | 5/2/2018 |
| Typed Name of School Principal | Signature of School Principal | Date |

| Mary Fatuesi | | 5/2/2018 |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

Writing PBA Performance

Students who did not take the test are not included in this metric.

Total of 4 row(s) with 10000 Row Limit		
Student Count	**Test Admin Period**	**Test Result**
10	SPRING	Exceeded
415	SPRING	Met
410	SPRING	Nearly Met
314	SPRING	Not Met

Final Marks by Grading Period

*Elementary and Middle Schools may not have final marks data

Total of 37 row(s) with 10000 Row Limit

Semester	Mark	Count
2015-2016 TERM-1	A	881
2015-2016 TERM-1	B	155
2015-2016 TERM-1	C	63
2015-2016 TERM-1	D	21
2015-2016 TERM-1	F	23
2015-2016 TERM-2	A	2,897
2015-2016 TERM-2	B	2,333
2015-2016 TERM-2	C	1,625
2015-2016 TERM-2	D	764
2015-2016 TERM-2	F	625
2015-2016 TERM-3	A	696
2015-2016 TERM-3	B	264
2015-2016 TERM-3	C	94
2015-2016 TERM-3	D	30
2015-2016 TERM-3	F	50
2015-2016 TERM-4	A	3,002
2015-2016 TERM-4	B	2,173
2015-2016 TERM-4	C	1,600

Term	Grade	Count
2015-2016 TERM-4	D	697
2015-2016 TERM-4	F	726
2016-2017 TERM-1	A	985
2016-2017 TERM-1	B	192
2016-2017 TERM-1	C	85
2016-2017 TERM-1	D	35
2016-2017 TERM-1	F	56
2016-2017 TERM-2	A	4,810
2016-2017 TERM-2	B	3,146
2016-2017 TERM-2	C	2,064
2016-2017 TERM-2	D	959
2016-2017 TERM-2	F	706
2016-2017 TERM-3	A	775
2016-2017 TERM-3	B	197
2016-2017 TERM-3	C	85
2016-2017 TERM-3	D	26
2016-2017 TERM-3	F	48
2016-2017 TERM-4	B	2
2016-2017 TERM-4	D	1

SCHS Library & Textbook Circulation Records

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total	AVG per month	
2006-2007 library books only	94	634	619	761	505	736	536	809	677	788	319	6,478	589	
w/textbooks	5015	2938	1197	1579	1260	2428	1338	1747	1557	1608	1719	22,386	2,035	
2007-2008 library books only	11	1,343	1,106	1,612	608	1,165	942	1,046	1,112	906	62	9,913	901	
w/textbooks	4,969	3,952	1,795	2,557	1,064	2,909	1,626	1,600	1,814	1,622	422	24,330	2,212	
2008-2009 library books only	74	1,381	1,356	681	772	1,147	823	**1,045**	914	802	0	8,995	818	
w/textbooks	4,911	3,504	2,278	1,155	1,338	2,769	1,427	**1,935**	1,448	1,598	0	22,363	2,033	classes partici-pating in TRW
2009-2010 library books only	254	1,711	1,235	1,177	577	1,083	747	**1,913**	1,003	1,062	209	10,971	997	
w/textbooks	6,658	3,718	2,116	2,049	904	2,979	1,400	**2,960**	1,809	1,978	1,127	27,698	2,518	
2010-2011 library books only	1,168	1,448	1,305	1,224	735	1,201	941	**1,178**	803	771	0	10,774	979	36
w/textbooks	8,592	2,971	2,678	2,541	1,047	4,791	1,471	**3,530**	1,945	2,178	0	31,744	2,886	
2011-2012 Library books only	875	1,299	1,304	1,194	634	1,533	1,018	1,136	1,017	**1,194**	10	11,214	1,019	48
w/textbooks	8,720	2,952	2,621	2,140	848	4,311	1,632	2,531	2,616	**2,066**	468	30,905	2,810	
2012-2013 Library books only	902	1,042	1,447	1,334	879	**1,831**	1,058	1,442	1,104	981	133	12,153	1,105	42
w/textbooks	8,479	2,003	2,731	2,439	1,168	**4,352**	2,087	2,312	2,542	4,355	1,059	33,527	3,048	
2013-2014 Library books only	808	1,275	1,359	938	617	**1,944**	945	1,280	873	635	126	10,800	982	41
w/textbooks	7,123	2,589	2,978	1,802	1,080	**4,376**	1,604	2,332	1,733	1,064	1,014	27,695	2,518	
2014-2015 Library books only	907	1,351	1,369	825	719	**1,847**	1,061	1,036	962	849	120	11,046	1,004	39
w/textbooks	7,459	2,442	2,897	1,697	1,112	**4,099**	1,774	2,001	2,174	1,940	843	28,438	2,585	
2015-2016 Library books only	585	1,549	1,124	1,298	632	**1,984**	1,241	1,119	848	862	300	11,542	1,049	39
w/textbooks	6,715	2,853	2,138	1,978	842	**3,613**	1,963	2,348	1,934	1,210	2,122	27,716	2,520	
2016-2017 Library books only	759	2,224	1,586	1,267	751	**1,984**	993	1,529	740	635	341	12,809	1,164	50
w/textbooks	6,602	3,183	2,241	2,160	983	**3,580**	1,626	3,162	2,334	1,276	2,168	29,315	2,665	
2017-2018 Library books only	1,116	1,489	1,211	992	472	**1,707**	1,000	904				8,891	1,111	43
w/textbooks	6,641	2,717	2,090	1,908	679	**3,252**	1,944	1,877				21,108	2,639	
2013-2014 Library books only	436	1,015	1,112	853	610	**787**	433	893	382	98	23	6,642	604	
WILCOX w/textbooks	7,969	3,707	1,992	1,603	739	**3,097**	780	1,773	843	282	788	23,573	2,143	
2014-2015 Library books only	239	770	851	612	419	**851**	496	519	403	369	168	5,697	518	
WILCOX w/textbooks	7,637	2,778	1,785	1,123	647	**2,509**	936	961	1,235	688	596	20,895	1,900	
2015-2016 Library books only	55	751	642	438	240	**585**	**833**	727	444	344	65	5,124	466	
WILCOX w/textbooks	7,402	2,630	1,768	1,233	413	**2,231**	**1,045**	1,271	1,072	997	1,112	21,174	1,925	
2016-2017 Library books only	392	671	539	732	333	**479**	**438**	790	443	595	383	5,795	527	
WILCOX w/textbooks	7,373	2,169	1,354	1,355	461	**2,336**	**675**	1,745	1,196	963	911	20,538	1,867	
2017-2018 Library books only	721	722	**947**	675	379	687	499	455				5,085	636	
WILCOX w/textbooks	7,846	1,782	**1,644**	1,689	581	2,466	928	1,172				18,108	2,264	
	AUG	**SEPT**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**			

WILCOX Library & Textbook Circulation Records

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Total	AVG per month
2012-2013 Library books only	364	1,069	969	824	440	904					4,570	762
w/textbooks	7,581	3,010	1,641	1,753	643	2,953					17,581	2,930

Summary - By Grade

Selected Parameters			
District Name:	Santa Clara USD		
School Name:	Santa Clara High		
Enrollment Year:	2015-2016	Assessment Year:	2014-2015
Student Roster:	SIS 15-16 Current	Assessment Name:	14-15 Benchmark 1 Algebra I
Subject:	Math		

Performance > By Grade > Proficient / Not Proficient

By Grade	# Tested	Avg. RS	Avg. % Correct		Proficient #	Proficient %		Not Proficient #	Not Proficient %	
Santa Clara USD	958	13.6	71.4%		583	60.9%		375	39.1%	
Santa Clara High	355	13.1	68.8%		192	54.1%		163	45.9%	
Grade 9	108	14.2	74.9%		81	75.0%		27	25.0%	
Grade 10	205	12.6	66.5%		96	46.8%		109	53.2%	
Grade 11	31	12.4	65.4%		13	41.9%		18	58.1%	
Grade 12	11	11.7	61.7%		2	18.2%		9	81.8%	

Summary - By Grade

Selected Parameters			
District Name:	Santa Clara USD		
School Name:	Santa Clara High		
Enrollment Year:	2015-2016	Assessment Year:	2014-2015
Student Roster:	SIS 15-16 Current	Assessment Name:	14-15 Benchmark 1 Algebra II
Subject:	Math		

Performance > By Grade > By Performance Levels

By Grade	# Tested	Avg. RS	Avg. % Correct	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
				#	%	#	%	#	%	#	%	#	%
Santa Clara USD	676	15.2	75.9%	10	1.5%	34	5.0%	74	10.9%	220	32.5%	338	50.0%
Santa Clara High	322	15.1	75.7%	3	0.9%	18	5.6%	40	12.4%	107	33.2%	154	47.8%
Grade 10	42	17.4	86.8%	0	0.0%	0	0.0%	0	0.0%	8	19.0%	34	81.0%
Grade 11	161	15.6	78.1%	3	1.9%	6	3.7%	9	5.6%	52	32.3%	91	56.5%
Grade 12	119	13.7	68.6%	0	0.0%	12	10.1%	31	26.1%	47	39.5%	29	24.4%

Summary - By Grade

Selected Parameters

District Name:	Santa Clara USD		
School Name:	Santa Clara High		
Enrollment Year:	2015-2016	Assessment Year:	2014-2015
Student Roster:	SIS 15-16 Current	Assessment Name:	14-15 Benchmark 1 Geometry
Subject:	Math		

Performance > By Grade > By Performance Levels

By Grade	# Tested	Avg. RS	Avg. % Correct		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
					#	%	#	%	#	%	#	%	#	%
Santa Clara USD	619	17.5	64.7%		52	8.4%	112	18.1%	128	20.7%	221	35.7%	106	17.1%
Santa Clara High	287	17.5	64.9%		17	5.9%	47	16.4%	65	22.6%	121	42.2%	37	12.9%
Grade 10	112	19.2	71.0%		0	0.0%	10	8.9%	21	18.8%	58	51.8%	23	20.5%
Grade 11	112	16.4	60.9%		11	9.8%	23	20.5%	25	22.3%	46	41.1%	7	6.3%
Grade 12	63	16.5	61.0%		6	9.5%	14	22.2%	19	30.2%	17	27.0%	7	11.1%

School Climate Report Card (High School)—Spring 2015

District: Santa Clara Unified

School: Santa Clara High

Date Prepared: 12 Jun 2015

Response Rate: 77%

School Climate Index (SCI)

	Score	State Percentile	Similar Schools Percentile
School Climate Index	348[A]	86[B]	95[B]

High School

School Climate Index Scores (2015)
Based on responses from students to the California Healthy Kids Survey

SCHOOL CLIMATE INDEX (SCI) — 348

SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT — 293

High expectations and caring relationships — 231

Opportunities for meaningful participation — 266

Perceived school safety — 317

School connectedness — 292

OVERALL LOW VIOLENCE, VICTIMIZATION, & SUBSTANCE USE — 392

Low physical violence perpetration — 398

Low physical/emotional violence victimization — 426

Low harassment and bullying — 343

Low substance use at school — 389

Score

[A]Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence, victimization, and substance use at school.

[B]**High percentile scores represent schools with more positive school climates**. A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

School Climate Subscale Results

	SCI Scores		
	Score[A]	State Percentile[B]	Similar Schools Percentile[B]
Overall Supports and Engagement	**293**	**47**	**65**
High expectations and caring relationships	231	9	14
Opportunities for meaningful participation	266	27	33
Perceived school safety	317	67	88
School connectedness	292	46	62
Overall Low Violence, Victimization, and Substance Use	**392**	**96**	**99**
Low physical violence perpetration	398	97	99
Low physical/emotional violence victimization	426	99	99
Low harassment and bullying	343	84	91
Low substance use at school	389	96	99

Other Indicators

Selected Student-Reported Indicators

	School 2014-15	State 2011-13
Try hard on school work	80%	N/A
Truant more than a few times	7%	8%
Feel a part of the school	53%	52%
Safety at school	62%	63%
Harassed or bullied at school	35%	31%
Experienced chronic sadness/hopelessness	34%	32%

Selected Staff-Reported Indicators

	School 2014-15	State 2011-13
Nearly all/most students are motivated to learn	46%	60%
Truancy is moderate/severe problem	52%	25%
School is a supportive and inviting place for students to learn	95%	95%
School is a supportive and inviting place for staff to work	86%	83%
School is a safe place for students	97%	91%
Harassment/bullying is moderate/severe problem	27%	37%
School is welcoming to and facilitates parental involvement	84%	89%
School has clean and well-maintained facilities	92%	82%

Notes: I/D—Insufficient data.
N/A—Data were not collected.
N/D—No data.

CDS code: 43696744330122

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence, Victimization, and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

(1) Overall Supports and Engagement (50%)
- o   High expectations and caring relationships (6 items)
- o   Opportunities for meaningful participation (3 items)
- o   Perceived school safety (2 items)
- o   School connectedness (4 items)

(2) Overall Low Violence, Victimization, and Substance Use at School (50%)
- o   Low physical violence perpetration on school property (7 items)
- o   Low physical and emotional violence victimization at school (6 items)
- o   Low harassment and bullying at school (5 items)
- o   Low substance use at school (4 items)

Further information about the methodology used to construct the SCI can be obtained in *Construction of California's School Climate Index* (californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card. The SCI procedure for calculating similar schools percentiles was the same procedure used by CDE to calculate similar schools ranks for Academic Performance Index (API) scores—except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (Student CHKS)

- Try hard on school work – "agree" or "strongly agree" that I try hard to make sure I am good at school work.

- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.

- Feel a part of the school – "agree" or "strongly agree" that I am a part of this school.

- Safety at school – feel "safe" or "very safe" when I am at school.

- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other.

- Experienced chronic sadness/hopelessness – felt so sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (Staff CSCS)

- Nearly all/most students are motivated to learn – "nearly all" or "most" students at this school are motivated to learn.

- Truancy is moderate/severe problem – cutting classes or being truant is a "moderate" or "severe" problem at this school.

- School is a supportive and inviting place for students to learn – "agree" or "strongly agree" that this school is a supportive and inviting place for students to learn.

- School is a supportive and inviting place for staff to work – "agree" or "strongly agree" that this school is a supportive and inviting place for staff to work.

- School is a safe place for students – "agree" or "strongly agree" that this school is a safe place for students.

- Harassment/bullying is moderate/severe problem – "agree" or "strongly agree" that harassment and bullying among students is a "moderate" or "severe" problem at this school.

- School is welcoming to and facilitates parental involvement – "agree" or "strongly agree" that this school is welcoming to and facilitates parental involvement.

- School has clean and well-maintained facilities – "agree" or "strongly agree" that this school has clean and well-maintained facilities and property.

Number of AP Exams by School

School	School Year	2014	2015	2016	2017
Santa Clara High School		499	514	612	585
Totals		499	514	612	585

Percent of AP Students Scoring 3+ by School

School	School Year	2014	2015	2016	2017
Santa Clara High School		68.4%	58.8%	61.9%	62.3%

Count of AP Students AP Exam by School

School	School Year	2014	2015	2016	2017
Santa Clara High School		291	306	357	355
Totals		**291**	**306**	**357**	**355**

Count of AP Students Scoring 3+ by School

School	School Year	2014	2015	2016	2017
Santa Clara High School		199	180	221	221
Totals		**199**	**180**	**221**	**221**

School Climate Report Card (High School)—2016-2017

District: Santa Clara Unified

School: Santa Clara High

Response Rate: 77% (2015), 80% (2016), 84% (2017)

Date Prepared: 16 Jun 2017

School Climate Index (SCI)

	2015	2016	2017	Change
SCI Score[A]	350	357	365	+15
SCI State Percentile[B]	87	89	91	+4
SCI Similar Schools Percentile[B]	95	99	99	+4

High School

School Climate Index Scores (2015 to 2017)
Based on responses from students to the California Healthy Kids Survey

SCHOOL CLIMATE INDEX (SCI)
- 2015: 350
- 2016: 357
- 2017: 365

SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT
- 2015: 290
- 2016: 291
- 2017: 292

High expectations and caring relationships
- 2015: 228
- 2016: 223
- 2017: 218

Opportunities for meaningful participation
- 2015: 258
- 2016: 253
- 2017: 248

Perceived school safety
- 2015: 316
- 2016: 320
- 2017: 324

School connectedness
- 2015: 289
- 2016: 290
- 2017: 292

OVERALL LOW VIOLENCE & SUBSTANCE USE
- 2015: 397
- 2016: 409
- 2017: 420

Low physical violence perpetration
- 2015: 402
- 2016: 414
- 2017: 426

Low physical/emotional violence victimization
- 2015: 433
- 2016: 440
- 2017: 447

Low harassment and bullying
- 2015: 356
- 2016: 373
- 2017: 391

Low substance use at school
- 2015: 396
- 2016: 406
- 2017: 417

Predicted Score (100, 150, 200, 250, 300, 350, 400, 450, 500, 550)

[A]Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.
[B]A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

School Climate Index Subscale Results

	SCI Scores			
	2015	**2016**	**2017**	**Change**
Overall Supports and Engagement	**290**	**291**	**292**	**+2**
High expectations and caring relationships	228	223	218	-10
Opportunities for meaningful participation	258	253	248	-10
Perceived school safety	316	320	324	+8
School connectedness	289	290	292	+3
Overall Low Violence and Substance Use	**397**	**409**	**420**	**+23**
Low physical violence perpetration	402	414	426	+24
Low physical/emotional violence victimization	433	440	447	+14
Low harassment and bullying	356	373	391	+35
Low substance use at school	396	406	417	+21

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2015	2016	2017	Change
Try hard on school work	80%	80%	85%	+5
Truant more than a few times	7%	9%	5%	-2
Feel a part of the school	53%	48%	50%	-3
Safety at school	62%	68%	67%	+5
Harassed or bullied at school	35%	31%	31%	-4
Experienced chronic sadness/hopelessness	34%	33%	35%	+1

Selected Staff-Reported Indicators (California School Staff Survey)

	2015	2016	2017	Change
Nearly all/most students are motivated to learn	46%	–	47%	+1
Truancy is moderate/severe problem	52%	–	51%	-1
School is a supportive and inviting place for students to learn	95%	–	90%	-5
School is a supportive and inviting place for staff to work	86%	–	63%	-23
School is a safe place for students	97%	–	90%	-7
Harassment/bullying is moderate/severe problem	27%	–	34%	+7
School is welcoming to and facilitates parental involvement	84%	–	77%	-7
School has clean and well-maintained facilities	92%	–	91%	-1

Notes: ID—Insufficient data.

A hyphen (–) is shown if no data are available.

CDS code: 43696744330122

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

- (1) Overall Supports and Engagement (50%)
    - o High expectations and caring relationships (6 items)
    - o Opportunities for meaningful participation (3 items)
    - o Perceived school safety (2 items)
    - o School connectedness (4 items)
- (2) Overall Low Violence and Substance Use at School (50%)
    - o Low physical violence perpetration on school property (7 items)
    - o Low physical and emotional violence victimization at school (6 items)
    - o Low harassment and bullying at school (5 items)
    - o Low substance use at school (4 items)

When data are available for three or more years after the 2012-13 school year, predicted values are provided based on pooled data from multiple years. The predicted values minimize the impact of chance fluctuations across survey administrations and provide more reliable estimates of trends across time. Scores from prior reports with less than three years of data will likely be different from the predicted scores in this report. Results are not reported if less than 50% of students participated in the survey.

Further information about the methodology used to construct the SCI can be obtained in *Construction of California's School Climate Index* (californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card. The SCI procedure for calculating similar schools percentiles was the same procedure used by CDE to calculate similar schools ranks for Academic

Performance Index (API) scores—except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. Staff results are not reported if less than 50% of staff or less than 5 staff members provided data. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – "agree" or "strongly agree" that I try hard to make sure I am good at school work.

- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.

- Feel a part of the school – "agree" or "strongly agree" that I am a part of this school.

- Safety at school – feel "safe" or "very safe" when I am at school.

- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other.

- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Nearly all/most students are motivated to learn – "nearly all" or "most" students at this school are motivated to learn.

- Truancy is moderate/severe problem – cutting classes or being truant is a "moderate" or "severe" problem at this school.

- School is a supportive and inviting place for students to learn – "agree" or "strongly agree" that this school is a supportive and inviting place for students to learn.

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- School is welcoming to and facilitates parental involvement – "agree" or "strongly agree" that this school is welcoming to and facilitates parental involvement.

- School has clean and well-maintained facilities – "agree" or "strongly agree" that this school has clean and well-maintained facilities and property.

CELDT Performance Levels - Overall

	2014-2015	2015-2016	2016-2017	2017-2018
Advanced	16%	13%	9%	23%
Early Advanced	34%	30%	27%	32%
Intermediate	36%	34%	36%	14%
Early Intermediate	10%	14%	17%	23%
Beginning		9%	11%	9%

Legend: Advanced, Early Advanced, Intermediate, Early Intermediate, Beginning

Final Marks by Grading Period

*Elementary and Middle Schools may not have final marks data

	2016-2017 TERM-1	2016-2017 TERM-2	2016-2017 TERM-3	2016-2017 TERM-4	2017-2018 TERM-1	2017-2018 TERM-2	2017-2018 TERM-3
A	77%	41%	67%	40%	78%	44%	72%
B	13%	27%	21%	28%	15%	27%	16%
C		20%		19%		17%	

CAASPP Charts

Math
Santa Clara High
11
Grade Level
All Students

Achievement Levels
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

% of Total Number at Ach. Lvl.

Year	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
2015	10.2%	21.5%	29.4%	38.9%
2016	17.3%	25.8%	28.9%	28.0%
2017	15.1%	27.6%	25.3%	32.1%

CAASPP Charts

ELA
Santa Clara High
11
Grade Level
All Students

Achievement Levels
- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

% of Total Number at Ach. Lvl.

Year	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
2015	15.7%	27.3%	23.1%	33.9%
2016	32.8%	40.5%	17.0%	9.7%
2017	33.5%	39.4%	16.9%	10.2%

Gainers Stickers Sliders - Overall

School Year	Test Result	School Year / Test Result	2015-2016					Totals
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	
2014-2015	Beginning		12	9	6			27
	Early Intermediate		6	16	19			41
	Intermediate			6	54	39	3	102
	Early Advanced			1	12	46	13	72
	Advanced					4	11	15
Totals			18	32	91	89	27	257

Final Marks by Grading Period

*Elementary and Middle Schools may not have final marks data

	2016-2017 TERM-1	2016-2017 TERM-2	2016-2017 TERM-3	2016-2017 TERM-4	2017-2018 TERM-1	2017-2018 TERM-2	2017-2018 TERM-3
A	60%	22%	58%	21%	48%	18%	47%
B	21%	23%	20%	27%	21%	25%	25%
C		24%	12%	21%	12%	27%	15%
D		18%		17%		19%	
F		12%		14%	12%	11%	8%

Legend: A (blue), B (green), C (yellow), D (orange), F (red)

Gainers Stickers Sliders - Overall

School Year	Test Result	School Year / Test Result	2016-2017					Totals
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	
2015-2016	Beginning		18	7	3			28
	Early Intermediate		3	16	12	1		32
	Intermediate		1	2	57	22	1	83
	Early Advanced			1	6	34	4	45
	Advanced				1	2	5	8
Totals			22	26	79	59	10	196

Final Marks by Grading Period

*Elementary and Middle Schools may not have final marks data

	A	B	C	D	F

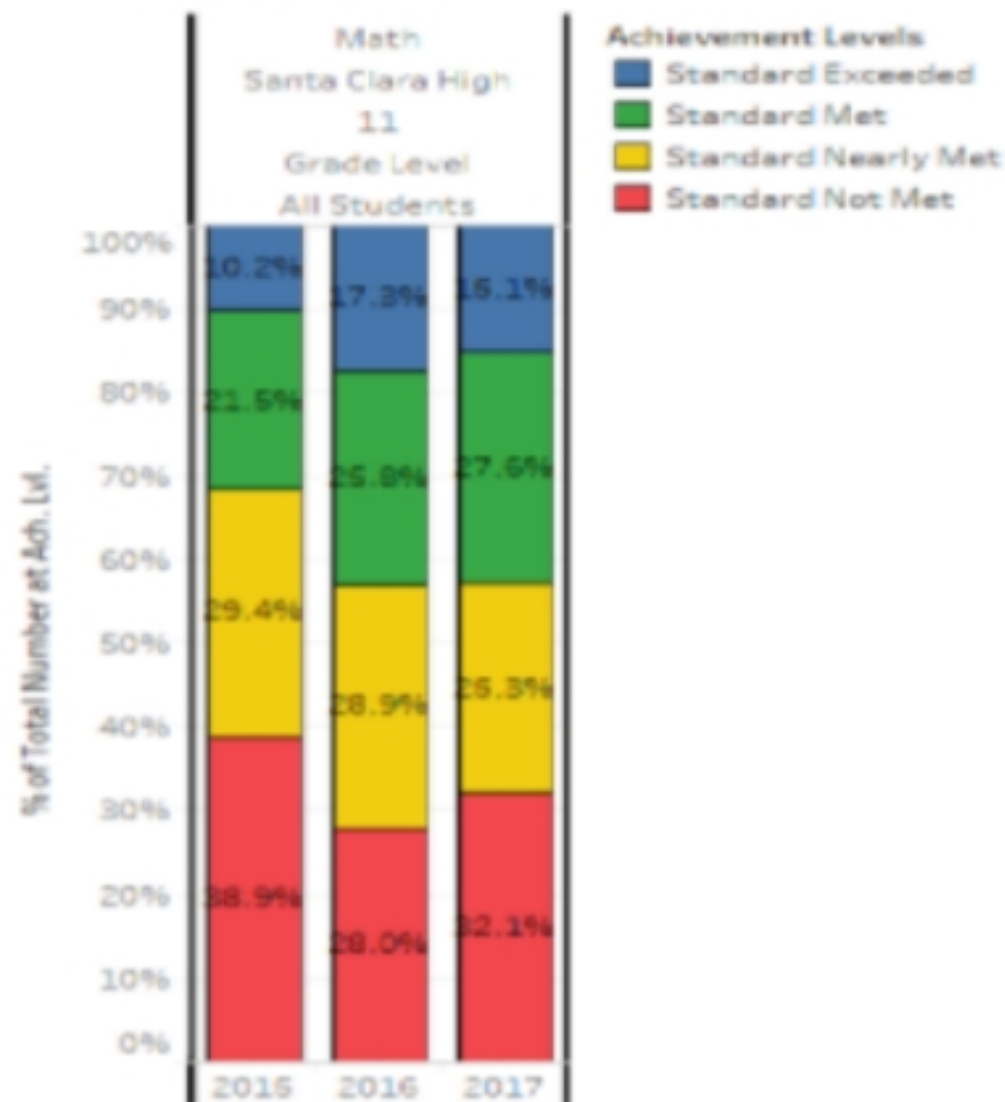# Final Marks by Grading Period

*Elementary and Middle Schools may not have final marks data

% of Students

	A	B	C	D	F
2016-2017 TERM-1	74%	14%			
2016-2017 TERM-2	41%	27%	18%		
2016-2017 TERM-3	66%	20%			
2016-2017 TERM-4	40%	27%	18%	8%	
2017-2018 TERM-1	73%	15%			
2017-2018 TERM-2	43%	27%	17%		
2017-2018 TERM-3	69%	16%			
2017-2018 TERM-4				100%	

A   B   C   D   F

Final Marks by Grading Period

*Elementary and Middle Schools may not have final marks data

	2016-2017 TERM-1	2016-2017 TERM-2	2016-2017 TERM-3	2016-2017 TERM-4	2017-2018 TERM-1	2017-2018 TERM-2	2017-2018 TERM-3
A	58%	33%	55%	35%	63%	35%	58%
B	14%	21%	17%	21%	13%	24%	19%
C	14%	17%	12%	20%	11%	20%	
D		13%	9%	11%		10%	10%
F	12%	16%		13%	10%	10%	

Legend: A B C D F

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	73	73	56	58	48	48
Mathematics (grades 3-8 and 11)	43	43	49	49	36	37

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

% Performance Levels - Overall

% Results - Overall

	Gainers	
Moving up from Beginning	10	
Moving up from Early Intermediate	13	
Moving up from Intermediate	23	
Moving up from Early Advanced	4	
Stayed at Advanced	5	
Total Number of GAINERS	55	

	Stickers	
Stayed at Beginning	18	
Stayed at Early Intermediate	16	
Stayed at Intermediate	57	
Stayed at Early Advanced	34	
	–	
Total Number of STICKERS	125	

	Gainers	
	–	
Moving down from Early Intermediate	3	
Moving down from Intermediate	3	
Moving down from Early Advanced	7	
Moving down from Advanced	3	
Total Number of SLIDERS	16	

% Performance Levels - Overall

Legend: GAINER (green), STICKER (yellow), SLIDER (red)

Level	GAINER	STICKER	SLIDER
Beginning	10	18	
Early Intermediate	13	16	
Intermediate	23	57	
Early Advanced		34	7
Advanced			

% Results - Overall

% of GAINERS	% of STICKERS	% of SLIDERS
28	64	8

	Gainers
Moving up from Beginning	10
Moving up from Early Intermediate	13
Moving up from Intermediate	23
Moving up from Early Advanced	4
Stayed at Advanced	5
Total Number of GAINERS	55

	Stickers
Stayed at Beginning	18
Stayed at Early Intermediate	16
Stayed at Intermediate	57
Stayed at Early Advanced	34
	_
Total Number of STICKERS	125

	Gainers
	_
Moving down from Early Intermediate	3
Moving down from Intermediate	3
Moving down from Early Advanced	7
Moving down from Advanced	3
Total Number of SLIDERS	16

Data Overview

2015-2016 Data Summary

Data as of 2/1/2016 from Aeries
Grades TK-12 Only

Enrollment by Ethnicity
Santa Clara Unified

- 100 American Indian or Alaskan Native, 0.6%
- 999 Not Reported, 0.3%
- 202 Japanese, 1.2%
- 203 Korean, 1.8%
- 800 Two or More Races, 5.0%
- 201 Chinese, 4.8%
- 204 Vietnamese, 4.4%
- 700 White, 21.3%
- 205 Asian Indian, 12.0%
- 206 Laotian, 0.1%
- 207 Cambodian, 0.1%
- 208 Hmong, 0.1%
- 299 Other Asian, 1.7%
- 301 Hawaiian, 0.1%
- 302 Guamanian, 0.1%
- 303 Samoan, 0.2%
- 399 Other Pacific Islander, 0.3%
- 600 Black or African American, 3.0%
- 400 Filipino, 7.1%
- 500 Hispanic or Latino, 35.8%

Enrollment by Language Proficiency
Santa Clara Unified

- To Be Determined, 1.1%
- English Learner, 24.6%
- RFEP-Redesignated, 20.9%
- IFEP-Initially Fluent, 4.3%
- English Only, 49.0%

Data as of 2/1/2016 from Aeries
Grades TK-12 Only

Data as of 2/1/2016 from Aeries
*IEP calculation includes PK and Post-Secondary, all other sub-groups include only Grades TK-12

Enrollment by Sub-group
District

	504 Plan	Foster Program	Free & Reduced Meal	Homeless Program	IEP*	Migrant Program
No	98.8%	99.6%	62.3%	98.5%	86.7%	98.8%
Yes	1.2%	0.4%	37.7%	1.5%	13.3%	1.2%

K-11 Local Writing - Spring 2015

Legend: Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded

Grade	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
K	13.8%	24.3%	42.5%	19.4%
1	13.1%	33.7%	41.5%	11.7%
2	12.8%	32.3%	37.7%	17.3%
3	22.8%	33.1%	33.8%	10.4%
4	18.0%	40.7%	33.8%	7.6%
5	18.8%	38.8%	36.7%	5.7%
6	48.1%	15.7%	13.2%	23.0%
7	51.8%	15.1%	13.3%	19.8%
8	44.4%	17.6%	15.3%	22.6%
9	38.0%	41.1%	20.5%	0.5%
10	27.7%	37.2%	29.1%	6.0%
11	38.4%	43.4%	15.7%	2.6%
District	27.0%	31.8%	29.2%	11.9%

Student Weighted Cumulative GPA - ELA Subject Area
As of 2015-16 1st Semester

Legend: 0 to 0.99, 1 to 1.99, 2 to 2.99, 3 to 3.99, 4 and above

Grade	0 to 0.99	1 to 1.99	2 to 2.99	3 to 3.99	4 and above
9	12%	9%	15%	22%	43%
10	9%	15%	20%	21%	36%
11	5%	18%	24%	23%	30%
12	4%	23%	27%	25%	22%

K-8 LOCAL READING - SPRING 2013 TO SPRING 2015

Legend: K, 1, 2, 3, 4, 5, 6, 7, 8, District

Y-axis: Percent of Students Meeting or Exceeding Grade Level Standard

X-axis: 2012-13, 2013-14, 2014-15

CAASPP 2015 - English Language Arts/Literacy

Legend: Standard Not Met %, Standard Nearly Met %, Standard Met %, Standard Exceeded %

Grade	Standard Not Met %	Standard Nearly Met %	Standard Met %	Standard Exceeded %
Grade 3	24	24	21	31
Grade 4	31	20	21	28
Grade 5	25	20	26	28
Grade 6	26	27	29	17
Grade 7	31	23	32	13
Grade 8	23	28	34	14
Grade 11	24	22	29	22
All students	26	23	27	22

"Snapshot" Local Math - Fall 2015

Legend: Overall, English Learner, Econ. Disadvantaged, Students with IEP

Y-axis: Average Percent Correct on Assessment

- 2nd Grade - Q1: 75.6%, 71.2%, 65.7%, 57.7%
- 4th Grade - Q1: 59.9%, 47.7%, 48.0%, 40.8%
- CC Math 6 - Q2: 54.9%, 44.7%, 46.2%, 38.8%

Student Weighted Cumulative GPA - Math Subject Area
As of 2015-16 1st Semester

Legend: 0 to 0.99, 1 to 1.99, 2 to 2.99, 3 to 3.99, 4 and above

Grade	4 and above	3 to 3.99	2 to 2.99	1 to 1.99	0 to 0.99
9	36%	23%	19%	11%	12%
10	22%	24%	24%	21%	10%
11	21%	23%	26%	23%	8%
12	14%	23%	30%	26%	7%

CAASPP 2015 - Mathematics
District

Grade Level Chart

Source: caaspp.cde.ca.gov, 11/13/2015

Legend: Standard Not Met %, Standard Nearly Met %, Standard Met %, Standard Exceeded %

	Standard Exceeded %	Standard Met %	Standard Nearly Met %	Standard Not Met %
Grade 3	25	29	23	23
Grade 4	23	25	33	19
Grade 5	27	18	27	28
Grade 6	21	16	29	32
Grade 7	22	20	28	29
Grade 8	20	15	26	37
Grade 11	13	20	26	39
All students	22	21	27	29

Student Engagement: Districtwide

4-Year cohort High School Graduation Rate

District: 83 (2012), 81 (2013), 82 (2014)
State: 79 (2012), 80 (2013), 81 (2014)

Legend: 2012, 2013, 2014

4-Year cohort High School Dropout Rate

District: 11 (2012), 10 (2013), 11 (2014)
State: 13 (2012), 11 (2013), 12 (2014)

Legend: 2012, 2013, 2014

Middle Grade Dropout Counts and Rate

Level	2012	2013	2014
District	7 (0.7%)	1 (0.1%)	1 (0.1%)
State	2,737 (0.6%)	2,870 (0.6%)	1,185 (0.3%)

Middle Grade dropout counts include all students in grade 8 and students in grade 9 for schools where the highest grade of enrollment is grade 9 (e.g., 7-9).

District Climate

Number and Percent of Students Suspended

Level	2012	2013	2014
District	787 (4.8%)	611 (3.7%)	616 (3.8%)
State	366,629 (5.7%)	329,370 (5.1%)	279,383 (4.4%)

Number and Percent of Students Expelled

Level	2012	2013	2014
District	2 (0.0%)	0 (0.0%)	23 (0.1%)
State	9,553 (0.1%)	8,266 (0.1%)	6,611 (0.1%)

2014-2015 Average Daily Attendance not Economically Disadvantaged: **96.6%**

2014-2015 Average Daily Attendance for Economically Disadvantaged Students: **95.3%**

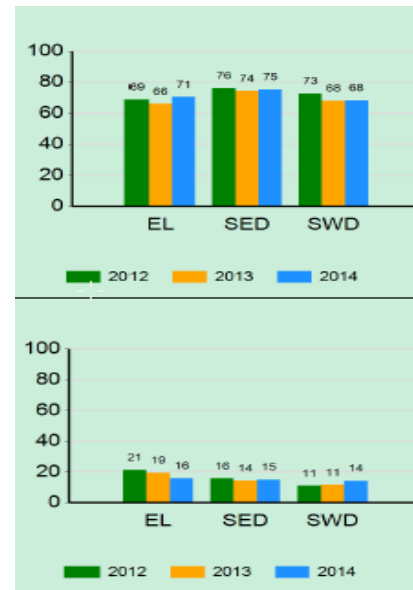2014-2015 Average Daily Attendance for all: **96%**

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2015-2016 Year-to-Date Average Daily Attendance: not Economically Disadvantaged: **97.2%**

2015-2016 Year-to-Date Average Daily Attendance for Economically Disadvantaged Students: **96.3%**

2015-2016 Year-to-Date Average Daily Attendance for all: **96.7%**

4-Year cohort Graduation Rate for Subgroups-→ English Learner, Economically Disadvantaged and Students with Disabilities

4-Year cohort Dropout Rate for Subgroups-→

EL: 69 (2012), 66 (2013), 71 (2014)
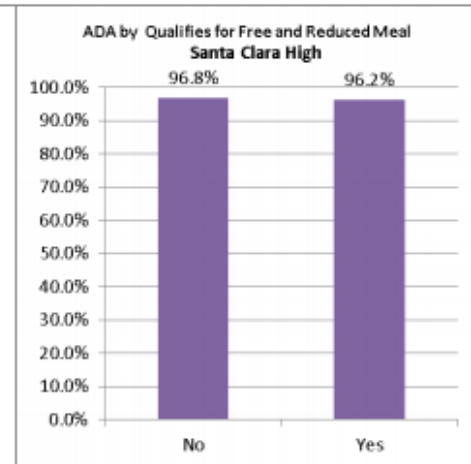SED: 76 (2012), 74 (2013), 75 (2014)
SWD: 73 (2012), 68 (2013), 68 (2014)

Legend: 2012, 2013, 2014

EL: 21 (2012), 19 (2013), 16 (2014)
SED: 16 (2012), 14 (2013), 15 (2014)
SWD: 11 (2012), 11 (2013), 14 (2014)

Legend: 2012, 2013, 2014

SCHS Demographics

Data as of October 27, 2015

Enrollment by Grade
Santa Clara High

Enrollment by Ethnicity
Santa Clara High

Average Daily Attendance (ADA) by Ethnicity
Santa Clara High

ADA by Qualifies for Free and Reduced Meal
Santa Clara High

SCHS Demo-graphics

42 different languages spoken

Home Language Spoken (Top-15)
Santa Clara High

- English: 1,031
- Spanish: 406
- Filipino (Tagalog): 120
- Vietnamese: 89
- Urdu: 33
- Arabic: 33
- Other non-English: 32
- Korean: 27
- Punjabi: 23
- Mandarin (Putonghua): 23
- Portuguese: 17
- Hindi: 16
- Cantonese: 13
- Farsi (Persian): 9
- Tigrinya: 9

Enrollment by Language Proficiency
Santa Clara High

- To Be Determined, 1.37%
- English Learner, 12.17%
- RFEP-Redesignated, 30.04%
- IFEP-Initially Fluent, 3.92%
- English Only, 52.49%

Enrollment by Sub-group
Santa Clara High

	504 Plan	Foster Program	Free & Reduced Meal	Homeless Program	IEP	Migrant Program
No	97.5%	99.5%	62.8%	98.1%	86.2%	98.8%
Yes	2.5%	0.5%	37.2%	1.9%	13.8%	1.2%

SCHS Grade 9 Quarter 1

Santa Clara HS
Grade 9

Grade Report 1st Quarter Analysis by Grade

Legend: Other, F, D, C, B, A

Course	# of A's	% of A's	# of B's	% of B's	# of C's	% of C's	# of D's	% of D's	# of F's	% of F's	# of OT	% of OT	Total Enrolled
PE Core 9	347	69%	88	17%	36	7%	14	3%	18	4%	2	0%	505
Biology	109	31%	126	36%	67	19%	30	9%	18	5%		0%	350
English 9	47	14%	86	26%	65	20%	47	14%	81	25%	1	0%	327
Algebra 1	41	14%	78	27%	73	25%	43	15%	57	19%	1	0%	293
Spanish 1	73	30%	78	32%	46	19%	28	12%	16	7%	2	1%	243
English 9 H	81	52%	57	37%	11	7%	5	3%	2	1%		0%	156
Earth Sci	7	5%	47	36%	39	30%	20	15%	19	14%		0%	132
Foundations 9	42	40%	21	20%	14	13%	16	15%	13	12%		0%	106
Intro To Art	63	68%	21	23%	4	4%	1	1%	3	3%		0%	92
Geometry	31	42%	26	36%	13	18%	2	3%	1	1%		0%	73
Tech Literacy	10	14%	23	32%	9	13%	8	11%	22	31%		0%	72
French 1	33	51%	20	31%	6	9%	3	5%	3	5%		0%	65
AVID 1	45	76%	11	19%	2	3%	1	2%		0%		0%	59
Geometry H	10	17%	17	29%	23	40%	4	7%	4	7%		0%	58
Algebra 2 H	25	49%	16	31%	9	18%		0%	1	2%		0%	51

SCHS Grade 10 Quarter 1

Santa Clara HS
Grade 10

Grade Report 1st Quarter Analysis (Top-15 Classes by Enrollment) by Grade

Legend: Other | F | D | C | B | A

Course	# of A's	% of A's	# of B's	% of B's	# of C's	% of C's	# of D's	% of D's	# of F's	% of F's	# of OT	% of OT	Total Enrolled
PE	362	80%	57	13%	18	4%	8	2%	8	2%	1	0%	454
World History	51	17%	91	30%	63	21%	40	13%	60	20%		0%	305
English 10	34	14%	76	31%	65	27%	33	14%	35	14%		0%	243
English 10 H	40	17%	97	42%	60	26%	28	12%	6	3%		0%	231
Chemistry	25	13%	79	41%	56	29%	17	9%	14	7%		0%	191
AP Europ Hist	31	18%	58	34%	46	27%	22	13%	15	9%		0%	172
Spanish 2	53	31%	60	35%	36	21%	15	9%	7	4%		0%	171
Geometry	25	16%	48	30%	37	23%	31	19%	18	11%		0%	159
Biology	17	11%	24	16%	35	23%	29	19%	44	29%	1	1%	150
Spanish 1	17	15%	27	24%	37	33%	19	17%	9	8%	2	2%	111
Algebra 1	8	9%	13	14%	23	25%	14	15%	35	38%		0%	93
Algebra 2 H	18	19%	36	39%	25	27%	12	13%	2	2%		0%	93
French 2	24	27%	29	33%	25	28%	9	10%	1	1%		0%	88
Algebra 2	19	24%	36	46%	18	23%	2	3%	4	5%		0%	79

SCHS Grade 11 Quarter 1

Santa Clara HS — Grade 11

Grade Report 1st Quarter Analysis (Top-15 Classes by Enrollment) by Grade

Course	# of A's	% of A's	# of B's	% of B's	# of C's	% of C's	# of D's	% of D's	# of F's	% of F's	# of OT	% of OT	Total Enrolled
English 11	34	12%	108	37%	78	27%	31	11%	37	13%	1	0%	289
US History	85	35%	47	20%	46	19%	26	11%	35	15%	1	0%	240
PE	147	77%	30	16%	9	5%		0%	5	3%	1	1%	192
AP US History	20	15%	39	30%	29	22%	26	20%	16	12%		0%	130
Physics	40	37%	38	36%	18	17%	6	6%	5	5%		0%	107
Intro To Art	79	79%	15	15%		0%	3	3%	3	3%		0%	100
Algebra 2	11	13%	31	36%	23	26%	12	14%	10	11%		0%	87
AP English Lang	25	30%	37	45%	15	18%	4	5%	1	1%		0%	82
Geometry	2	3%	17	22%	24	30%	18	23%	18	23%		0%	79
Trigonometry H	16	22%	23	32%	25	34%	4	5%	5	7%		0%	73
Trigonometry	27	40%	19	28%	13	19%	7	10%	2	3%		0%	68
Spanish 3	32	55%	19	33%	5	9%	1	2%	1	2%		0%	58
Spanish 2	8	15%	17	32%	16	30%	7	13%	5	9%		0%	53
Hum Physlgy H	33	66%	12	24%	3	6%	2	4%		0%		0%	50
Chemistry	1	2%	16	33%	19	40%	9	19%	3	6%		0%	48

SCHS Grade 12 Quarter 1

Grade Report 1st Quarter Analysis (Top-15 Classes by Enrollment) by Grade

Course	# of A's	% of A's	# of B's	% of B's	# of C's	% of C's	# of D's	% of D's	# of F's	% of F's	# of OT	% of OT	Total Enrolled
CSU ERWC	89	33%	109	41%	50	19%	16	6%	5	2%		0%	269
Economics	102	46%	82	37%	25	11%	7	3%	4	2%		0%	220
Ceramics	89	100%		0%		0%		0%		0%		0%	89
Trigonometry	19	23%	22	27%	27	33%	10	12%	5	6%		0%	83
Intro To Art	53	66%	19	24%	4	5%	2	3%	2	3%		0%	80
TA Clssrm	6	8%		0%		0%		0%		0%	72	92%	78
Civics	23	31%	30	40%	18	24%	3	4%	1	1%		0%	75
Lit Comp 12	32	50%	18	28%	10	16%		0%	4	6%		0%	64
PE	44	70%	11	17%	4	6%	2	3%	2	3%		0%	63
Algebra 2	4	7%	14	25%	13	24%	11	20%	13	24%		0%	55
AP Statistics	10	18%	10	18%	19	35%	10	18%	6	11%		0%	55
AP GovPol US	27	51%	19	36%	1	2%	3	6%	3	6%		0%	53
AP Calculus AB	6	12%	13	26%	23	46%	5	10%	3	6%		0%	50
AVID 4	38	83%	5	11%	3	7%		0%		0%		0%	46
Biotech 1 & 2	32	71%	8	18%	3	7%	2	4%		0%		0%	45

SCHS School Climate Report – Spring 2015

School Climate Report Card (High School)—Spring 2015

District: Santa Clara Unified
School: Santa Clara High

Date Prepared: 12 Jun 2015
Response Rate: 77%

School Climate Index (SCI)

	Score	State Percentile	Similar Schools Percentile
School Climate Index	348[A]	86[B]	95[B]

High School

School Climate Index Scores (2015)
Based on responses from students to the California Healthy Kids Survey

Category	Score
SCHOOL CLIMATE INDEX (SCI)	348
SCHOOL CLIMATE SUBSCALE RESULTS	
OVERALL SUPPORTS AND ENGAGEMENT	293
High expectations and caring relationships	231
Opportunities for meaningful participation	266
Perceived school safety	317
School connectedness	292
OVERALL LOW VIOLENCE, VICTIMIZATION, & SUBSTANCE USE	392
Low physical violence perpetration	398
Low physical/emotional violence victimization	426
Low harassment and bullying	343
Low substance use at school	389

Budget By Expenditures

Santa Clara High School

Funding Source: Targeted Allocation   **$384,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Materials, Hardware, and Software		$0.00	English Language Arts	Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2) 2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2) 3. Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies. (WASC Goal 2) 4. Develop new ideas and promote writing in Journalism class through countywide best practices observations and through the use of critiques. (WASC Goals 1 and 2)
Supplementary Materials		$1,500.00	English Language Arts	Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2) 2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2) 3. Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies. (WASC Goal 2) 4. Develop new ideas and promote writing in Journalism class through countywide best practices observations and through the use of critiques. (WASC Goals 1 and 2)

Santa Clara High School

Development of the Journalism Course	$1,000.00	English Language Arts	Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2) 2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2) 3. Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies. (WASC Goal 2) 4. Develop new ideas and promote writing in Journalism class through countywide best practices observations and through the use of critiques. (WASC Goals 1 and 2)
Field Trip Support	$25,000.00	English Language Arts	Develop Rigorous Curriculum (Alignment of instruction with content standards) (WASC Goals 1 and 2) 1. Create opportunities for collaboration between Social Science, English Language Arts, and Science teachers to provide students with cross-curricular exposure to CCSS. (WASC Goal 2) 2. Support collaboration time and training for Science teachers around the NGSS standards. (WASC Goal 2) 3. Transition between current standards to CCSS and NGSS through the development of new curriculum and instructional practices. (WASC Goals 1 and 2) 4. Encourage real-world curricular connections by supporting academic field trips. (WASC Goals 1 and 2)

Santa Clara High School

Professional Development on Common Core	$20,000.00	English Language Arts	Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2) 1. Provide departmental professional development through conferences and workshops designed to address CCSS for ELA and Social Science, and NGSS for Science. (WASC Goal 2) 2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2) 3. Foster interdepartmental discussions and collaboration through the Wednesday meeting times. (WASC Goal 2) 4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS and NGSS into the curriculum and deepen interdisciplinary understanding of CCSS and NGSS for literacy. (WASC Goal 2) 5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)
Teacher observation, trainings, and curriculum resources	$0.00	English Language Arts	Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2) 1. Provide departmental professional development through conferences and workshops designed to address CCSS for ELA and Social Science, and NGSS for Science. (WASC Goal 2) 2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2) 3. Foster interdepartmental discussions and collaboration through the Wednesday meeting times. (WASC Goal 2) 4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS and NGSS into the curriculum and deepen interdisciplinary understanding of CCSS and NGSS for literacy. (WASC Goal 2) 5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)

Santa Clara High School

Teen Read Week Resources and Materials	$4,000.00	English Language Arts	Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2) 1. Seek opportunities to find local writers, and school and community members to share book talks with students. (WASC Goal 1) 2. Provide resources and materials to support Teen Read Week on campus. (WASC Goal 1) 3. Support the Bruin Book Club with genre-specific materials to best engage student and staff members of the club. (WASC Goal 1) 4. Provide an AP Support class to juniors and seniors who are enrolled in an AP class for the first time. (WASC Goal 1 and 2) 5. Support after-school support tutorial sessions for students who are struggling in ELA, Social Science, and Science courses. (WASC Goals 1, 2, and 3)
Bruin Book Club Books	$1,500.00	English Language Arts	Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2) 1. Seek opportunities to find local writers, and school and community members to share book talks with students. (WASC Goal 1) 2. Provide resources and materials to support Teen Read Week on campus. (WASC Goal 1) 3. Support the Bruin Book Club with genre-specific materials to best engage student and staff members of the club. (WASC Goal 1) 4. Provide an AP Support class to juniors and seniors who are enrolled in an AP class for the first time. (WASC Goal 1 and 2) 5. Support after-school support tutorial sessions for students who are struggling in ELA, Social Science, and Science courses. (WASC Goals 1, 2, and 3)
Read 180 Teacher(s)	$66,592.00	English Language Arts	Academic Support in Literacy (Extended learning time) (WASC Goals 1, 2, and 3) 1. Utilize the READ 180 program to support reading skills of students reading below grade level. (WASC Goals 1, 2, and 3)
Library Materials, Hardware, and Software	$0.00	Mathematics	Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2) 2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2)

Santa Clara High School

Supplementary Materials	$250.00	Mathematics	Curriculum and Materials (Improvement of instruction strategies and materials) (WASC Goals 1 and 2) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) (WASC Goals 1 and 2) 2. Provide and update supplementary instructional and test preparatory materials to subject areas during instructional materials adoption. (WASC Goals 1 and 2)
Support for GAINS Activities	$1,500.00	Mathematics	Access to Rigor (Increased educational opportunity) (WASC Goals 1 and 3) 1. Continue to increase student enrollment in higher-level college preparatory mathematics courses (Advanced Placement (AP) and Honors), which will be achieved in part through the encouragement provided by Advancement Via Individual Determination (AVID) teachers to their students, as well as through a combined effort by administrators and teachers to identify and encourage students who belong to underrepresented minorities to take an AP mathematics course. (WASC Goal 1 and 3) 2. Support the Girls Achieving in Non-traditional Subjects (GAINS) Program to increase interest of female students in math and science fields. (WASC Goals 1 and 3)
Professional Development on Common Core	$1,500.00	Mathematics	Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2) 1. Provide departmental professional development through conferences and workshops designed to address CCSS for Mathematics. (WASC Goal 2) 2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2) 3. Foster interdepartmental discussions and collaboration through the Wednesday meeting times. (WASC Goal 2) 4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS into the curriculum and deepen interdisciplinary understanding of CCSS for Mathematics. (WASC Goal 2) 5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)

Santa Clara High School

Teacher Observations, Training, and Curriculum Resources	$0.00	Mathematics	Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) (WASC Goal 2) 1. Provide departmental professional development through conferences and workshops designed to address CCSS for Mathematics. (WASC Goal 2) 2. Support on-site professional development opportunities with expert consultants. (WASC Goal 2) 3. Foster interdepartmental discussions and collaboration through the Wednesday meeting times. (WASC Goal 2) 4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS into the curriculum and deepen interdisciplinary understanding of CCSS for Mathematics. (WASC Goal 2) 5. Support teachers observing other teachers and students to develop and improve instructional strategies. (WASC Goal 2)
Algebra I Support teacher(s)	$55,734.00	Mathematics	Academic Support in Math (Extended learning time) (WASC Goals 1 and 2) 1. Utilize ALEKS as a mechanism for achievement and assessment in the Algebra 1 Support course. (WASC Goals 1 and 2) 2. Provide and schedule students who need additional support to pass Algebra I with an Algebra I Support class. (WASC Goals 1 and 2)
Supplemental materials for ELL classes	$750.00	English Language Development	Curriculum and Materials (Alignment of instruction with content standards) (WASC Goals 1, 2, and 3) 1. Research and implement best practices in SDAIE teaching strategies. (WASC Goals 1, and 2) 2. Continue to build and support the ELL support classes through various means, including the purchase of supplemental texts and multimedia tools that are lexile and age appropriate. (WASC Goals 1, 2, and 3) 3. Support the use of expert tutors in ELL support classes. (WASC Goals 1 and 3)
Professional Development on EL/SDAIE	$1,000.00	English Language Development	Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) 1. Continue to support the Science and Social Science departments as they continue to support EL students in subject-specific EL and SDAIE courses. (WASC Goal 2) 2. Provide professional development for teachers of EL and SDAIE classes. (WASC Goal 2) 3. Provide staff development training on tested research-based SDAIE strategies for mainstream classes with substantial numbers of EL students. (WASC Goal 2)

Santa Clara High School

Parent Participation in Meetings	$500.00	English Language Development	Parent Communication and Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3) 1. Use district office translation services for school communications. (WASC Goals 1, 2, and 3) 2. EL Support Teacher will hold quarterly English Language Advisory Committee (ELAC) parent meetings. (WASC Goals 1, 2, and 3) 3. EL Support Teacher will attend quarterly District English Language Advisory Committee meetings (DELAC). (WASC Goals 1, 2, and 3) 4. EL Support Teacher will provide parents of English Learners with relevant information via the EL and ELAC pages on School Loop. (WASC Goals 1, 2, and 3) 5. EL Support Teacher will coordinate with Parents for Quality Education (PIQE) to offer EL parent education classes. (WASC Goals 1, 2, and 3)
EL Field Trip	$1,600.00	English Language Development	Student Support (Auxiliary services for students and parents) (WASC Goals 1 and 2) 1. Execute a culturally-informative field trip for EL students that is aligned with ELA Common Core State Standards (CCSS). (WASC Goals 1 and 2)
EL Support Class Teachers	$66,592.00	English Language Development	Academic Support for ELL Students (Extended learning time) (WASC Goals 1, 2, and 3) 1. Provide an EL Support class for students who are transitioning out of ELL classes into SDAIE and/or mainstream classes. (WASC Goals 1, 2, and 3) 2. Provide an EL Support class for LTELs. (WASC Goals 1, 2, and 3)
EL Support and Assessment Technician	$14,270.00	English Language Development	Data and Assessment (Monitoring program implementation and results) 1.Collect and record assessment data for EL students. 2. Support the coordination and teaching of site EL intervention programs.
EL Support Coordination (2 Release Periods)	$60,500.00	English Language Development	Data and Assessment (Monitoring program implementation and results) 1.Collect and record assessment data for EL students. 2. Support the coordination and teaching of site EL intervention programs.

| Day of the Arts Support | $1,500.00 | School Climate | Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
1. Ensure diversity in types of student activities and rally themes to increase student involvement in school.
2. Support the Visual and Performing Arts Department's Day of the Arts showcase. (WASC Goal 3)
3. Increase attendance of teachers at 504 meetings. (WASC Goal 3)
4. Increase attendance of teachers at SST meetings. (WASC Goal 3)
5. Revise and update staff activities and increase communication with all staff for events. (WASC Goal 3)
6. Utilize the services of an site council coordinator to work with staff and parents to develop a School Plan for Student Achievement that supports the needs of students, as well as school and district goals. (WASC Goals 1, 2, and 3)
7. Provide leadership training to school planning team leaders and other staff members with leadership roles. (WASC Goal 2)
8. Utilize the services of teacher-lead IDEA Groups to identify and address school and district goals. (WASC Goal 2)
9. Utilize the services of an IDEA group coordinator to work with staff to develop IDEA groups that address school and district goals. (WASC Goal 2) |

Santa Clara High School

SSC Coordinator $6,237.00   School Climate

Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)

1. Ensure diversity in types of student activities and rally themes to increase student involvement in school.
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Santa Clara High School

Leadership Training	$10,000.00	School Climate	Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)

Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
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Santa Clara High School

IDEA Group Leaders	$4,712.00	School Climate	Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)

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2. Support the Visual and Performing Arts Department's Day of the Arts showcase. (WASC Goal 3)
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6. Utilize the services of an site council coordinator to work with staff and parents to develop a School Plan for Student Achievement that supports the needs of students, as well as school and district goals. (WASC Goals 1, 2, and 3)
7. Provide leadership training to school planning team leaders and other staff members with leadership roles. (WASC Goal 2)
8. Utilize the services of teacher-lead IDEA Groups to identify and address school and district goals. (WASC Goal 2)
9. Utilize the services of an IDEA group coordinator to work with staff to develop IDEA groups that address school and district goals. (WASC Goal 2)

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| IDEA Group Coordinator | $1,294.00 | School Climate | Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3) |

1. Ensure diversity in types of student activities and rally themes to increase student involvement in school.
2. Support the Visual and Performing Arts Department's Day of the Arts showcase. (WASC Goal 3)
3. Increase attendance of teachers at 504 meetings. (WASC Goal 3)
4. Increase attendance of teachers at SST meetings. (WASC Goal 3)
5. Revise and update staff activities and increase communication with all staff for events. (WASC Goal 3)
6. Utilize the services of an site council coordinator to work with staff and parents to develop a School Plan for Student Achievement that supports the needs of students, as well as school and district goals. (WASC Goals 1, 2, and 3)
7. Provide leadership training to school planning team leaders and other staff members with leadership roles. (WASC Goal 2)
8. Utilize the services of teacher-lead IDEA Groups to identify and address school and district goals. (WASC Goal 2)
9. Utilize the services of an IDEA group coordinator to work with staff to develop IDEA groups that address school and district goals. (WASC Goal 2)

SST Support $0.00 School Climate Stakeholder Involvement (Involvement of staff, parents and community) (WASC Goals 1, 2, and 3)
1. Ensure diversity in types of student activities and rally themes to increase student involvement in school.
2. Support the Visual and Performing Arts Department's Day of the Arts showcase. (WASC Goal 3)
3. Increase attendance of teachers at 504 meetings. (WASC Goal 3)
4. Increase attendance of teachers at SST meetings. (WASC Goal 3)
5. Revise and update staff activities and increase communication with all staff for events. (WASC Goal 3)
6. Utilize the services of an site council coordinator to work with staff and parents to develop a School Plan for Student Achievement that supports the needs of students, as well as school and district goals. (WASC Goals 1, 2, and 3)
7. Provide leadership training to school planning team leaders and other staff members with leadership roles. (WASC Goal 2)
8. Utilize the services of teacher-lead IDEA Groups to identify and address school and district goals. (WASC Goal 2)
9. Utilize the services of an IDEA group coordinator to work with staff to develop IDEA groups that address school and district goals. (WASC Goal 2)

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Link Crew Support	$2,000.00	School Climate	Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3)
2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3)
3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3)
4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3)
5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3)
6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3)
7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3)
8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3)
9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3)
10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2)
11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

Binders for Freshman, Foster Youth, and Others	$5,500.00	School Climate	Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3) 1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3) 2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3) 3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3) 4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3) 5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3) 6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3) 7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3) 8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3) 9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3) 10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2) 11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

Professional Development for School and ASB Activities	$0.00	School Climate	Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3)
2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3)
3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3)
4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3)
5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3)
6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3)
7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3)
8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3)
9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3)
10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2)
11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

| College/Career Awareness Event Promotion | $1,000.00 | School Climate | Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3) |

Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3)
2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3)
3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3)
4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3)
5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3)
6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3)
7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3)
8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3)
9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3)
10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2)
11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

College-Tour Field Trips $0.00   School Climate

Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3)

2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3)

3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3)

4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3)

5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3)

6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3)

7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3)

8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3)

9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3)

10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2)

11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

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AVID Training	$10,000.00	School Climate	College Readiness (Staff Development and Professional Collaboration) (WASC Goals 1, 2, and 3) 1. Collect data about potential candidates for AP classes for the 2016-2017 year through a partnership with EOS and use this data to recruit students into AP level courses, with emphasis on closing the AP access gap for underrepresented groups. (WASC Goals 1, 2, and 3) 2. Support the AP Equity Leadership team as it continues to develop methods for supporting new AP recruits individually and systemically. (WASC Goals 1, 2, and 3) 3. Provide AP summer training for all new AP teachers as well as selected current AP teachers and current/future honors-level teachers. (WASC Goal 2) 4. Review and redefine AP course prerequisites to ensure equitable student access to take AP courses. (WASC Goal 2) 5. Provide training in AVID techniques to teachers of mainstream and AP classes. (WASC Goals 1, 2, and 3)
AP Training	$2,000.00	School Climate	College Readiness (Staff Development and Professional Collaboration) (WASC Goals 1, 2, and 3) 1. Collect data about potential candidates for AP classes for the 2016-2017 year through a partnership with EOS and use this data to recruit students into AP level courses, with emphasis on closing the AP access gap for underrepresented groups. (WASC Goals 1, 2, and 3) 2. Support the AP Equity Leadership team as it continues to develop methods for supporting new AP recruits individually and systemically. (WASC Goals 1, 2, and 3) 3. Provide AP summer training for all new AP teachers as well as selected current AP teachers and current/future honors-level teachers. (WASC Goal 2) 4. Review and redefine AP course prerequisites to ensure equitable student access to take AP courses. (WASC Goal 2) 5. Provide training in AVID techniques to teachers of mainstream and AP classes. (WASC Goals 1, 2, and 3)

EOS Partnership	$2,250.00	School Climate	College Readiness (Staff Development and Professional Collaboration) (WASC Goals 1, 2, and 3) 1. Collect data about potential candidates for AP classes for the 2016-2017 year through a partnership with EOS and use this data to recruit students into AP level courses, with emphasis on closing the AP access gap for underrepresented groups. (WASC Goals 1, 2, and 3) 2. Support the AP Equity Leadership team as it continues to develop methods for supporting new AP recruits individually and systemically. (WASC Goals 1, 2, and 3) 3. Provide AP summer training for all new AP teachers as well as selected current AP teachers and current/future honors-level teachers. (WASC Goal 2) 4. Review and redefine AP course prerequisites to ensure equitable student access to take AP courses. (WASC Goal 2) 5. Provide training in AVID techniques to teachers of mainstream and AP classes. (WASC Goals 1, 2, and 3)
Computer replacement; remote presentation clickers; document cameras	$0.00	Technology	Classroom Resources and Support (Improvement of instructional strategies and materials) (WASC Goals 2 and 3) 1. Update the software and hardware available to students in the library and to classroom teachers. (WASC Goals 2 and 3) 2. Further integrate the technology of the document camera into classroom instruction. (WASC Goal 2) 3. Maintain READ 180 technological infrastructure to facilitate learning in the class. (WASC Goals 2 and 3) 4. Supply instructional support spaces such as the library and AVID Center with the technology necessary to provide quality instruction. (WASC Goals 2 and 3) 5. Supply materials in the FAB Lab for use by non-STEM designated teachers and classes. (WASC Goal 2) 6. Provide professional development opportunities to teachers and support staff to increase the use of technology as an instructional tool in classrooms and instructional spaces. (WASC Goal 2) 7. Utilize the services of a technology coordinator to provide on-site technology support to students and staff. (WASC Goal 3)

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Technology for instructional support spaces $0.00   Technology

Classroom Resources and Support (Improvement of instructional strategies and materials) (WASC Goals 2 and 3)
1. Update the software and hardware available to students in the library and to classroom teachers. (WASC Goals 2 and 3)
2. Further integrate the technology of the document camera into classroom instruction. (WASC Goal 2)
3. Maintain READ 180 technological infrastructure to facilitate learning in the class. (WASC Goals 2 and 3)
4. Supply instructional support spaces such as the library and AVID Center with the technology necessary to provide quality instruction. (WASC Goals 2 and 3)
5. Supply materials in the FAB Lab for use by non-STEM designated teachers and classes. (WASC Goal 2)
6. Provide professional development opportunities to teachers and support staff to increase the use of technology as an instructional tool in classrooms and instructional spaces. (WASC Goal 2)
7. Utilize the services of a technology coordinator to provide on-site technology support to students and staff. (WASC Goal 3)

Professional Development on Technology $4,750.00   Technology

Classroom Resources and Support (Improvement of instructional strategies and materials) (WASC Goals 2 and 3)
1. Update the software and hardware available to students in the library and to classroom teachers. (WASC Goals 2 and 3)
2. Further integrate the technology of the document camera into classroom instruction. (WASC Goal 2)
3. Maintain READ 180 technological infrastructure to facilitate learning in the class. (WASC Goals 2 and 3)
4. Supply instructional support spaces such as the library and AVID Center with the technology necessary to provide quality instruction. (WASC Goals 2 and 3)
5. Supply materials in the FAB Lab for use by non-STEM designated teachers and classes. (WASC Goal 2)
6. Provide professional development opportunities to teachers and support staff to increase the use of technology as an instructional tool in classrooms and instructional spaces. (WASC Goal 2)
7. Utilize the services of a technology coordinator to provide on-site technology support to students and staff. (WASC Goal 3)

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Technology Coordinator	$0.00	Technology	Classroom Resources and Support (Improvement of instructional strategies and materials) (WASC Goals 2 and 3) 1. Update the software and hardware available to students in the library and to classroom teachers. (WASC Goals 2 and 3) 2. Further integrate the technology of the document camera into classroom instruction. (WASC Goal 2) 3. Maintain READ 180 technological infrastructure to facilitate learning in the class. (WASC Goals 2 and 3) 4. Supply instructional support spaces such as the library and AVID Center with the technology necessary to provide quality instruction. (WASC Goals 2 and 3) 5. Supply materials in the FAB Lab for use by non-STEM designated teachers and classes. (WASC Goal 2) 6. Provide professional development opportunities to teachers and support staff to increase the use of technology as an instructional tool in classrooms and instructional spaces. (WASC Goal 2) 7. Utilize the services of a technology coordinator to provide on-site technology support to students and staff. (WASC Goal 3)
Computers and ancillary technological devices	$0.00	Technology	Increased Student Access to Technology (Alignment of instruction with content standards) (WASC Goals 2 and 3) 1. Increase access to technology for students who are economically disadvantaged and/or part of targeted subgroups through the purchase of computers and ancillary support devices. (WASC Goals 2 and 3) 2. Create an environment in which all students, including SED, EL, Special Education, Foster Youth, and other targeted subgroups, have ample access to technology within and outside of the classroom. (WASC Goals 2 and 3)

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Link Crew Coordination	$1,920.00	School Climate	Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3) 1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3) 2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3) 3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3) 4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3) 5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3) 6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3) 7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3) 8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3) 9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3) 10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2) 11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

Targeted Allocation Total Expenditures: $376,951.00

Targeted Allocation Allocation Balance: $7,769.00

Funding Source: Targeted Carryover $40,754.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Santa Clara High School

| Link Crew Teacher | $25,300.00 | School Climate | Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3) |

Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3)
2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3)
3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3)
4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3)
5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3)
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8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3)
9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3)
10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2)
11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

AP Support Teacher(s)	$22,000.00	School Climate	Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

Student Support (Auxiliary services for students and parents) (WASC Goals 1, 2, and 3)

1. Provide an orientation for freshmen students that connects them with a junior / senior student leader on campus. (WASC Goal 3)
2. Utilize the services of Link Crew coordinators and teachers organize Link Crew events and provide training to Link Crew leaders. (WASC Goal 3)
3. Provide anti-bullying event and/or training for students. (WASC Goals 1 and 3)
4. Provide professional development related to ASB school activities, with a focus on learning about bullying prevention programs. (WASC Goals 1 and 3)
5. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. (WASC Goal 3)
6. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed. (WASC Goal 3)
7. Send underrepresented student demographic groups to college/career awareness events. (WASC Goals 1 and 3)
8. Send juniors and seniors on college-tour field trips. (WASC Goals 1 and 3)
9. Improve communication between students, parents, and staff via School Loop and other online tools. (WASC Goals 1, 2, and 3)
10. Provide an AP Support Class to juniors and seniors who are taking an AP class for the first time. (WASC Goals 1 and 2)
11. Provide a Link Crew class to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. (WASC Goals 1 and 2)

Targeted Carryover Total Expenditures:	$47,300.00	
Targeted Carryover Allocation Balance:	($6,546.00)	
Santa Clara High School Total Expenditures:	$424,251.00	