

64246-1937051 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

School Name: William J. (Pete) Knight High

School Year: 2018-19

CDS Code: 19642460100081

Date: July 2018

This is a plan of actions and strategies identified for implementation to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs into the School Plan for Student Achievement.

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Antelope Valley Union High School District

“...where education meets the flight of reality”

The District Governing Board approved this revision of the School Plan on June 11,2018.

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Instructional Goals (ESLRs)

WE AT WILLIAM J. "PETE" KNIGHT HIGH SCHOOL BELIEVE THAT EACH STUDENT WILL...

- Demonstrate subject area proficiency across content areas
- Demonstrate effective literacy skills across content areas
- Demonstrate digital literacy and critical thinking when solving relevant problems.
- Demonstrate a significant level of academic readiness post-secondary college and/or career opportunities

Mission Statement

VISION STATEMENT

Every student at William J. "Pete" Knight High School will have the option to attend a four-year college or university.

MISSION STATEMENT

William J. "Pete" Knight High School is an academically rigorous learning environment that promotes college and career goals for all students through standards driven curriculum and student centered instruction.

Profile

William J. “Pete” Knight High School, home of the Hawks, is located in the city of Palmdale, which is a part of the Antelope Valley. The school is located approximately 60 miles northeast of the Los Angeles basin in Los Angeles County. The school is named after the late Senator William J. “Pete” Knight. During his 32-year tenure in the military, Pete Knight flew and tested more than 100 types of planes. He made history in 1967 by flying an experimental X-15 aircraft at 6.7 times the speed of sound. By the time he retired as a colonel in 1982, he had flown 253 combat missions in Southeast Asia and received numerous commendations, including the Distinguished Flying Cross and the Legion of Merit. In 1984, Knight was elected to the City Council in Palmdale. He became Palmdale’s first popularly elected mayor in 1988, and was elected to the California State Assembly four years later. Senator Knight served as a California State Senator and represented the 17th Senate District until his death in 2004.

The city of Palmdale has been a rapidly growing community with homes, retail establishments, and numerous elementary and middle schools built near the high school. The community is an urbanized suburb with thousands of residents who have relocated here from various parts of Los Angeles and the San Fernando Valley. Palmdale is a diverse city with a population of approximately 151,346 within the Antelope Valley’s total population of approximately 296,420. Many parents of Knight High students commute to the San Fernando Valley and the City of Los Angeles to work. The school is located on the north east end of town, and has a wonderful view of the San Gabriel Mountains.

Knight High School serves an economically, linguistically, and ethnically diverse population of approximately 3,100 students in grades 9 through 12. Knight High School opened in a temporary structure on September 2, 2003, and moved into its current facility two years later in August of 2005. Knight High School was the seventh comprehensive high school in the Antelope Valley Union High School District, which currently has eight comprehensive high schools, two continuation schools, and an Early College High School, SOAR. The AVUHSD currently serves 23,000 students and another 2,000 adult education students.

Knight High School opened its doors on September 2, 2003 with a diverse student body. The student body of Knight High School is composed of students from three primary feeder schools from the Palmdale School District. The majority of students provide their own transportation to school, but four buses are currently serving students who live more than three miles away. The current campus facility consists of the permanent facility, permanent modular facility, and fifteen portable classrooms.

The school continues to serve a diverse student body within the community of Palmdale. Knight High School is designated as a school-wide Title I school. Due to a large percentage of homes that are Spanish speaking, there is an effort to ensure school-to-home communication in English and Spanish.

Ethnicity	Number of students	Percentage of student body
American Indian/Alaska Native	8	0.27%
Asian	60	2.03%
Pacific Islander	1	0.03%
Hispanic	2257	76.33%
African American	436	14.74%
White/Non Hispanic	141	4.77%

Knight High School continues its efforts in strengthening the College-going Culture. The master schedule, instructional minutes, a modified schedule, and a highly-qualified faculty support the vision that all students will be prepared for college or university entrance upon graduation. Currently, administrators, counselors, teachers, campus security personnel, and a liaison Deputy Sheriff with the L.A. County Sheriff Department, as well as other support staff, serve the student body at Knight High School. The modified bell schedule includes a Home Room period and a weekly reduced, or “flex,” Wednesday schedule. The Home Room period promotes personalized learning through small learning communities with teacher advocates and peer study groups to provide support for each student. This support encourages students to maintain a 2.0 GPA (or higher). The Flex Day Wednesdays are designed for teachers to participate in a collaborative team staff development model to create lessons, common assessments, common

vocabulary, and syllabi, as well as professional development opportunities. In addition, school-wide initiatives such as Classroom Walk-Throughs, AVID, and Marzano instructional strategies exist throughout all subject areas to incorporate Cornell note-taking, writing, reading and inquiry methods, compare / contrast, and summarization within the classroom setting. Peer Coaches also provide support to new and veteran teachers in instructional strategies and teaching skills that enhance teacher efficacy.

The master schedule includes A-G University of California accepted classes beginning in the ninth grade to create academic rigor aligned to the State standards. Honors classes, as well as Advanced Placement courses prepare students for college entrance. The AVID program has grown to include eight elective classes and twelve AVID trained teachers, as well as a trained counselor and two trained administrators. The AVID coordinator recruits and trains college tutors to support AVID elective classes. Knight High School, in conjunction with the United States Air Force, has established an Air Force JROTC program on campus. In addition, Knight High School boasts a Digital Design and Engineering Academy. Several Career Technical Education (CTE) courses are offered at the school and at the CTE Center located near the school.

The master schedule also includes classes for Special Education students and English Learners. These classes along with the READ 180 Program help to improve literacy skills. Special Education students receive services through an RSP inclusion model, ESS self contained classes, as well as ED, TMH, and SDD programs. A TSA (Teacher on Special Assignment), a full time speech therapist, two school psychologists, a part time transition specialist and an administrator all support the Special Education program. EL students who are no longer in the ELD course titled classes are placed with teachers who are EL authorized. Two bilingual aides support students in core area classrooms. An extensive before and after school tutoring program, extended library and computer lab hours, and a one-to-one literacy tutoring program all exist to provide extended learning time and skill building for students. Students who do not complete credits are expected to complete classes in the Supplemental Instruction program to earn credits in order to be on target for graduation. Students may take enrichment classes to accelerate learning in the summer, on a limited basis. Particular attention is given to incoming freshmen to assist in the transition process. Freshman Orientation sessions are held during the summer with Link Crew Leaders to help support early success for ninth grade students.

Knight High School promotes positive extracurricular activities for students. A comprehensive athletic program with sports for male and female students continues year round. The Antelope Valley Union High School District and Knight High School promote "Character Counts!" a program that focuses on developing the six pillars of character: Responsibility, Trustworthiness, Caring, Honesty, Respect, and Citizenship. The athletic teams develop student skills, promote leadership, and build teamwork. The Associated Student Body sponsors activities that include pep rallies, National Character Counts Week, National Red Ribbon week, Winter Ball, Prom, and community service projects. Clubs such as Academic Decathlon, Matheletes, AP Club, CSF, AVID Club, Multicultural Club, and Key Club have been established to support academic progress, competition, diversity, and community service. Students have access to Career-Technical Student Organizations, including leadership and technical development, through SkillsUSA.

The Comprehensive Guidance Program at Knight High School is based on the National Standards for School Counseling and includes service to students in three areas: academic, personal / social development, and career domains. Counselors, pupil services technicians, and a guidance clerk, provide services to students in a variety of ways. Throughout the year, counselors meet with students in classroom settings, large and small groups, and one-on-one sessions to assist students in a variety of subjects including graduation requirements, college entrance requirements, goal setting, and decision making. Individual services including crisis intervention, registration of new students, parent-teacher conferences, peer mediation, and community college registration assistance are all provided through the Guidance Office.

School safety at Knight High School is a top priority. Research-based instructional strategies, intervention and transition strategies for incoming freshman students, staff development, community involvement, auxiliary services, and articulation with feeder districts support a comprehensive goal for a safe, drug free, and clean campus are all in place to promote an optimum learning environment. A PBIS information poster and dress code are posted in every classroom and are in every student planner. A community attendance worker, district attendance policy, and intermittent community tardy sweeps, combined with classroom tardy policies focus on student attendance. Incoming freshmen

have the opportunity to meet with staff during assemblies to review school policies and rules. Counselors provide small group counseling to address anger management issues through a specially designed program. On-going communication with parents through ParentLink phone messages and push notifications, Power Schools, newsletters, the school website, and evening events help to foster community and a sense of pride and ownership. Ten trained campus supervisors and one full-time deputy sheriff liaison, as well as seven custodial and two grounds staff keep the campus safe and clean.

Communication between the school and the community continues to expand. A parent volunteer program was established in the 2003-04 school year and continues to grow. School-to-home communication includes the ParentLink phone message system, quarterly newsletters, and regularly updated school web pages. Faculty and staff email and extension directories are available to the public. The switchboard has messages in English and Spanish. All communication letters sent home are printed in English and Spanish. Parent events have interpretation devices available. In addition, parents are invited to serve on committees and the School Site Council. Parents are also encouraged to communicate with each teacher by way of student planners, classroom and website visits, use of email, and up-to-date student grade communication systems.

Comprehensive Needs Assessment

Identification of needs-based on analysis of data and stakeholder consultation that identifies root causes of student performance, equity and access results.

Data analyzed:

- CAASPP results
- WE surveys
- CHKS
- WASC self-study
- LCAP forums
- Digicoach data
- Dashboard Data

Stakeholder consultation

- School Site Council
- ELAC
- Leadership team (department chairs and Instructional Partners)
- Administrative team

Root causes

- A disconnect exists in survey data as it pertains to students' perceptions of adults' level of care on campus and what the adults responses.
- WASC recommends we identify, implement, and support one to three consistent instructional practices in classrooms daily. We have done so and have decided on Inquiry.
- Classroom observations have shown the need for the increase in the variety of tools used to improve student learning.
- Classroom observations have shown the need for informal, formative assessment practices.

Preparing a strategic plan of action for addressing areas of greatest need, analysis of what strategies/implementations were successful, unsuccessful by whole group/subgroup including what new actions/services might be necessary to meet the needs of all students with special emphasis on support for students who are failing or "at risk" of failing, to meet state standards.

School Enhancement Target

KHS 1819

How might KHS further become a place that cultivates the creative and collaborative capacity of all students and staff by redefining learning and teaching?

Our plan is to address overall student achievement and in terms of the Dashboard, we wish to continue to improve in the areas of English Progress and Graduation Rate.

In 2017, 30.36% of 11th graders met the standard on the ELA SBAC, next year we would like to see a 3% overall increase in this area.

In 2017, 12.2% of 11th graders met the standard on the math SBAC, next year we would like to see a 1.2% overall increase in this area.

(T) = Teacher

(S) = Student

Community Building

- (T) Posts expectations and ensures they are followed by students
- (T) Interacts with at least a 3:1 ratio of interaction (positive:negative)
- (S) Are on task at least 90 percent of the time or more

Content Planning

- (T) Creates and shares objectives with students effectively
- (T) Enhances lesson design with the SAMR model
- (T) Fully understands the standards for the course being taught
- (S) Can paraphrase the objectives

Instruction

- (T) Utilizes a variety of tools (i.e. technology) to enhance student learning
- (T) Incorporates cooperative/collaborative teaching practices on a regular basis
- (S) Can communicate learned content in a variety of formats

Assessment for Learning

- (T) Uses informal assessments effectively
- (T) Knows how each student's learning is progressing
- (S) Know how their personal learning is progressing

Annual Evaluation of progress made in School Plan- outcomes-evaluation of progress made toward the goals and objectives indicated in the school plan

As a result of implementation of the 2017-18 school plan, KHS experienced:

- A successful run through the Mock Re-validation Process for AVID National Demonstration School
- Successful completion of campus wide Focused Note Training
- The creation of a Chromebook checkout program for students of greatest need
- A Chromecart assigned to the Instructional Partners for the purpose of shoulder teaching and PD for increased technology integration
- An increase in the number of Chrome Carts for student classroom use
- An increase in the number of teachers who are Google Level 1 or 2 certified
- An increase in the number of students taking AP exams
- An increase in the total number of AP exams taken
- The creation of an Alternative to Suspension Program and the beginnings of a Student Support Center
- Library renovated into a student-centered work space
- The AVID Lab has been turned into a student-centered workspace
- A 1:1 Chromebook initiative within DD&E and AVID

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	687	637	590	670	616	579	667	616	579	97.2	96.7	98.1
All Grades	687	637	590	670	616	579	667	616	579	97.2	96.7	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2569.8	2555.6	2560.8	13	11.20	15.89	33	30.36	28.15	31	31.01	29.19	22	27.44	26.77
All Grades	N/A	N/A	N/A	13	11.20	15.89	33	30.36	28.15	31	31.01	29.19	22	27.44	26.77

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	20	18.67	21.24	55	49.84	52.85	25	31.49	25.91
All Grades	20	18.67	21.24	55	49.84	52.85	25	31.49	25.91

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	21	17.86	21.07	52	51.30	46.29	27	30.84	32.64
All Grades	21	17.86	21.07	52	51.30	46.29	27	30.84	32.64

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	16	15.42	17.44	66	62.18	61.49	18	22.40	21.07
All Grades	16	15.42	17.44	66	62.18	61.49	18	22.40	21.07

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	24	18.67	22.45	56	52.76	49.40	19	28.57	28.15
All Grades	24	18.67	22.45	56	52.76	49.40	19	28.57	28.15

Conclusions based on this data:

1. See comprehensive needs assessment

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	687	637	590	665	615	576	663	615	576	96.4	96.5	97.6
All Grades	687	637	590	665	615	576	663	615	576	96.4	96.5	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2525.6	2512.1	2512.9	3	2.11	3.13	17	12.20	13.19	24	25.04	22.40	56	60.65	61.28
All Grades	N/A	N/A	N/A	3	2.11	3.13	17	12.20	13.19	24	25.04	22.40	56	60.65	61.28

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	8	7.15	6.42	27	23.41	25.52	65	69.43	68.06
All Grades	8	7.15	6.42	27	23.41	25.52	65	69.43	68.06

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	10	4.39	8.68	44	36.91	36.28	46	58.70	55.03
All Grades	10	4.39	8.68	44	36.91	36.28	46	58.70	55.03

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	7	4.55	5.73	53	54.31	51.04	40	41.14	43.23
All Grades	7	4.55	5.73	53	54.31	51.04	40	41.14	43.23

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (African American Students)

English Language Arts/Literacy

Overall Participation for Black or African American												
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	95	93	76	91	89	76	89	89	76	94.8	95.7	100
All Grades	95	93	76	91	89	76	89	89	76	94.8	95.7	100

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

Overall Achievement for Black or African American															
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	2521.5	2535.3	2530.7	3	11.24	9.21	24	24.72	14.47	35	24.72	42.11	38	39.33	34.21
All Grades	N/A	N/A	N/A	3	11.24	9.21	24	24.72	14.47	35	24.72	42.11	38	39.33	34.21

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	8	20.22	13.16	53	35.96	55.26	39	43.82	31.58
All Grades	8	20.22	13.16	53	35.96	55.26	39	43.82	31.58

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	10	16.85	11.84	48	46.07	43.42	42	37.08	44.74
All Grades	10	16.85	11.84	48	46.07	43.42	42	37.08	44.74

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	6	14.61	10.53	61	53.93	68.42	34	31.46	21.05
All Grades	6	14.61	10.53	61	53.93	68.42	34	31.46	21.05

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	10	16.85	14.47	58	48.31	50.00	31	34.83	35.53
All Grades	10	16.85	14.47	58	48.31	50.00	31	34.83	35.53

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (African American Students)

Mathematics

Overall Participation for Black or African American												
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	95	93	76	90	89	75	89	89	75	92.7	95.7	98.7
All Grades	95	93	76	90	89	75	89	89	75	92.7	95.7	98.7

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

Overall Achievement for Black or African American															
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	2485.6	2474.8	2476.6	0	1.12	2.67	11	7.87	5.33	20	20.22	13.33	69	70.79	78.67
All Grades	N/A	N/A	N/A	0	1.12	2.67	11	7.87	5.33	20	20.22	13.33	69	70.79	78.67

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	3	5.62	4.00	22	17.98	12.00	74	76.40	84.00
All Grades	3	5.62	4.00	22	17.98	12.00	74	76.40	84.00

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	1	1.12	5.33	37	29.21	29.33	62	69.66	65.33
All Grades	1	1.12	5.33	37	29.21	29.33	62	69.66	65.33

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	0	2.25	2.67	54	44.94	40.00	46	52.81	57.33
All Grades	0	2.25	2.67	54	44.94	40.00	46	52.81	57.33

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Asian Students)

English Language Arts/Literacy

Overall Participation for Asian												
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	6	*	*	6	*	*	6	*	*	100		
All Grades	6	*	*	6	*	*	6	*	*	100		

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

Overall Achievement for Asian															
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Asian Students)

Mathematics

Overall Participation for Asian												
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	6	*	*	6	*	*	6	*	*	100		
All Grades	6	*	*	6	*	*	6	*	*	100		

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

Overall Achievement for Asian															
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Hispanic Students)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
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	534	491	455	524	478	445	524	478	445	98.1	97.4	97.8
All Grades	534	491	455	524	478	445	524	478	445	98.1	97.4	97.8

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

Overall Achievement for Hispanic or Latino															
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	2575.6	2555.4	2562.4	14	9.41	16.40	35	32.01	29.89	30	32.22	27.19	21	26.36	26.52
All Grades	N/A	N/A	N/A	14	9.41	16.40	35	32.01	29.89	30	32.22	27.19	21	26.36	26.52

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	21	17.15	21.57	55	53.35	52.58	24	29.50	25.84
All Grades	21	17.15	21.57	55	53.35	52.58	24	29.50	25.84

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	21	16.95	21.57	54	52.09	47.19	24	30.96	31.24
All Grades	21	16.95	21.57	54	52.09	47.19	24	30.96	31.24

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	17	14.23	18.43	67	64.44	59.33	16	21.34	22.25
All Grades	17	14.23	18.43	67	64.44	59.33	16	21.34	22.25

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	26	18.20	23.60	56	53.77	48.54	18	28.03	27.87
All Grades	26	18.20	23.60	56	53.77	48.54	18	28.03	27.87

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Hispanic Students)

Mathematics

Overall Participation for Hispanic or Latino												
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	534	491	455	521	478	443	521	478	443	97.6	97.4	97.4
All Grades	534	491	455	521	478	443	521	478	443	97.6	97.4	97.4

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

Overall Achievement for Hispanic or Latino															
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	2528.8	2514.5	2514.4	3	1.88	2.93	17	11.72	13.54	25	26.15	23.70	55	60.25	59.82
All Grades	N/A	N/A	N/A	3	1.88	2.93	17	11.72	13.54	25	26.15	23.70	55	60.25	59.82

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	8	6.49	6.32	28	23.43	27.54	64	70.08	66.14
All Grades	8	6.49	6.32	28	23.43	27.54	64	70.08	66.14

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	11	4.18	8.58	45	37.45	37.25	45	58.37	54.18
All Grades	11	4.18	8.58	45	37.45	37.25	45	58.37	54.18

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	7	3.97	5.87	53	56.69	51.92	40	39.33	42.21
All Grades	7	3.97	5.87	53	56.69	51.92	40	39.33	42.21

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (White Students)

English Language Arts/Literacy

Overall Participation for White												
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	25	28	31	24	26	31	23	26	31	96	92.9	100
All Grades	25	28	31	24	26	31	23	26	31	96	92.9	100

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

Overall Achievement for White															
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	2570.2	2586.4	2592.1	17	23.08	19.35	22	34.62	35.48	43	26.92	22.58	17	15.38	22.58
All Grades	N/A	N/A	N/A	17	23.08	19.35	22	34.62	35.48	43	26.92	22.58	17	15.38	22.58

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	22	26.92	32.26	61	53.85	51.61	17	19.23	16.13
All Grades	22	26.92	32.26	61	53.85	51.61	17	19.23	16.13

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	22	19.23	29.03	43	57.69	48.39	35	23.08	22.58
All Grades	22	19.23	29.03	43	57.69	48.39	35	23.08	22.58

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	22	23.08	19.35	70	57.69	64.52	9	19.23	16.13
All Grades	22	23.08	19.35	70	57.69	64.52	9	19.23	16.13

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	26	19.23	22.58	57	57.69	51.61	17	23.08	25.81
All Grades	26	19.23	22.58	57	57.69	51.61	17	23.08	25.81

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (White Students)

Mathematics

Overall Participation for White												
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	25	28	31	23	26	31	22	26	31	92	92.9	100
All Grades	25	28	31	23	26	31	22	26	31	92	92.9	100

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

Overall Achievement for White															
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	2541.0	2545.6	2547.7	9	3.85	6.45	23	19.23	12.90	23	30.77	29.03	45	46.15	51.61
All Grades	N/A	N/A	N/A	9	3.85	6.45	23	19.23	12.90	23	30.77	29.03	45	46.15	51.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	3.85	6.45	14	42.31	22.58	64	53.85	70.97
All Grades	23	3.85	6.45	14	42.31	22.58	64	53.85	70.97

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	14	11.54	19.35	50	50.00	29.03	36	38.46	51.61
All Grades	14	11.54	19.35	50	50.00	29.03	36	38.46	51.61

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	18	7.69	9.68	45	57.69	58.06	36	34.62	32.26
All Grades	18	7.69	9.68	45	57.69	58.06	36	34.62	32.26

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (English Learner Students)

English Language Arts/Literacy

Overall Participation for English Learner												
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	70	82	65	69	81	65	69	81	65	98.6	98.8	100
All Grades	70	82	65	69	81	65	69	81	65	98.6	98.8	100

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

Overall Achievement for English Learner															
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	2476.3	2466.4	2438.9	0	0.00	0.00	10	4.94	3.08	30	33.33	15.38	59	61.73	81.54
All Grades	N/A	N/A	N/A	0	0.00	0.00	10	4.94	3.08	30	33.33	15.38	59	61.73	81.54

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	1	2.47	1.54	39	34.57	30.77	59	62.96	67.69
All Grades	1	2.47	1.54	39	34.57	30.77	59	62.96	67.69

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	1	1.23	0.00	45	34.57	20.00	54	64.20	80.00
All Grades	1	1.23	0.00	45	34.57	20.00	54	64.20	80.00

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	3	1.23	0.00	58	44.44	43.08	39	54.32	56.92
All Grades	3	1.23	0.00	58	44.44	43.08	39	54.32	56.92

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	0	1.23	3.08	55	46.91	24.62	45	51.85	72.31
All Grades	0	1.23	3.08	55	46.91	24.62	45	51.85	72.31

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (English Learner Students)

Mathematics

Overall Participation for English Learner												
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	70	82	65	68	81	65	68	81	65	97.1	98.8	100
All Grades	70	82	65	68	81	65	68	81	65	97.1	98.8	100

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

Overall Achievement for English Learner															
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	2433.0	2430.0	2399.5	0	0.00	0.00	0	0.00	0.00	7	7.41	4.62	93	92.59	95.38
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	7	7.41	4.62	93	92.59	95.38

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	0	0.00	0.00	6	7.41	4.62	94	92.59	95.38
All Grades	0	0.00	0.00	6	7.41	4.62	94	92.59	95.38

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	0	0.00	0.00	22	18.52	12.31	78	81.48	87.69
All Grades	0	0.00	0.00	22	18.52	12.31	78	81.48	87.69

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	0	0.00	0.00	43	40.74	21.54	57	59.26	78.46
All Grades	0	0.00	0.00	43	40.74	21.54	57	59.26	78.46

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Economically Disadvantaged Students)

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged												
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	558	491	491	543	475	483	541	475	483	97.3	96.7	98.4
All Grades	558	491	491	543	475	483	541	475	483	97.3	96.7	98.4

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

Overall Achievement for Economically Disadvantaged															
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	2567.4	2553.6	2560.3	12	9.47	15.94	33	30.74	27.54	31	32.84	29.81	23	26.95	26.71
All Grades	N/A	N/A	N/A	12	9.47	15.94	33	30.74	27.54	31	32.84	29.81	23	26.95	26.71

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	18	17.05	21.53	56	50.74	52.38	26	32.21	26.09
All Grades	18	17.05	21.53	56	50.74	52.38	26	32.21	26.09

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	20	15.79	20.91	53	54.32	45.34	27	29.89	33.75
All Grades	20	15.79	20.91	53	54.32	45.34	27	29.89	33.75

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	16	14.74	18.22	65	63.16	61.08	19	22.11	20.70
All Grades	16	14.74	18.22	65	63.16	61.08	19	22.11	20.70

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	24	18.32	22.98	56	53.68	47.41	20	28.00	29.61
All Grades	24	18.32	22.98	56	53.68	47.41	20	28.00	29.61

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Economically Disadvantaged Students)

Mathematics

Overall Participation for Economically Disadvantaged												
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	558	491	491	540	476	480	538	476	480	96.6	96.9	97.8
All Grades	558	491	491	540	476	480	538	476	480	96.6	96.9	97.8

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

Overall Achievement for Economically Disadvantaged															
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	2523.7	2510.1	2512.3	3	1.89	2.71	16	10.71	13.33	23	26.26	22.92	57	61.13	61.04
All Grades	N/A	N/A	N/A	3	1.89	2.71	16	10.71	13.33	23	26.26	22.92	57	61.13	61.04

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	8	6.30	6.25	27	22.48	26.04	65	71.22	67.71
All Grades	8	6.30	6.25	27	22.48	26.04	65	71.22	67.71

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	9	3.57	8.54	43	37.18	35.63	47	59.24	55.83
All Grades	9	3.57	8.54	43	37.18	35.63	47	59.24	55.83

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	7	4.20	6.25	53	55.67	50.63	40	40.13	43.13
All Grades	7	4.20	6.25	53	55.67	50.63	40	40.13	43.13

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Students with Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
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	66	83	67	61	75	65	61	75	65	90.9	90.4	97
All Grades	66	83	67	61	75	65	61	75	65	90.9	90.4	97

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

Overall Achievement for Students with Disability															
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	2432.6	2462.6	2426.4	0	0.00	0.00	3	9.33	3.08	15	20.00	21.54	82	70.67	75.38
All Grades	N/A	N/A	N/A	0	0.00	0.00	3	9.33	3.08	15	20.00	21.54	82	70.67	75.38

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	0	2.67	3.08	33	29.33	27.69	67	68.00	69.23
All Grades	0	2.67	3.08	33	29.33	27.69	67	68.00	69.23

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	0	0.00	0.00	11	34.67	16.92	89	65.33	83.08
All Grades	0	0.00	0.00	11	34.67	16.92	89	65.33	83.08

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	2	1.33	3.08	34	53.33	36.92	64	45.33	60.00
All Grades	2	1.33	3.08	34	53.33	36.92	64	45.33	60.00

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	0	5.33	3.08	43	30.67	29.23	57	64.00	67.69
All Grades	0	5.33	3.08	43	30.67	29.23	57	64.00	67.69

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Results (Students with Disability)

Mathematics

Overall Participation for Students with Disability												
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	66	83	67	61	74	64	60	74	64	90.9	89.2	95.5
All Grades	66	83	67	61	74	64	60	74	64	90.9	89.2	95.5

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

Overall Achievement for Students with Disability															
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	2380.1	2406.6	2397.6	0	0.00	0.00	0	1.35	0.00	5	5.41	6.25	95	93.24	93.75
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	1.35	0.00	5	5.41	6.25	95	93.24	93.75

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	0	0.00	0.00	3	4.05	3.13	97	95.95	96.88
All Grades	0	0.00	0.00	3	4.05	3.13	97	95.95	96.88

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	0	1.35	0.00	13	6.76	9.38	87	91.89	90.63
All Grades	0	1.35	0.00	13	6.76	9.38	87	91.89	90.63

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	0	0.00	0.00	17	33.78	26.56	83	66.22	73.44
All Grades	0	0.00	0.00	17	33.78	26.56	83	66.22	73.44

Conclusions based on this data:

1. See comprehensive needs assessment

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy	46	41	42	43	48	48
Mathematics	20	14	14	14	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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	648	626	96.6	40.89
Male	329	322	97.87	34.78
Female	319	304	95.3	47.37
Black or African American	96	92	95.83	34.78
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	499	485	97.19	40.82
White	28	26	92.86	57.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	513	496	96.69	39.52
English Learners	107	104	97.2	7.69
Students with Disabilities	93	84	90.32	8.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	11	11	100	36.36

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	648	625	96.45	14.08
Male	329	319	96.96	16.3
Female	319	306	95.92	11.76
Black or African American	96	92	95.83	8.7
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	499	485	97.19	13.4
White	28	26	92.86	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	513	497	96.88	12.07
English Learners	107	105	98.13	1.9
Students with Disabilities	93	83	89.25	1.2
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	11	11	100	0

California Science Test - All Students

Science

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	*			*			*			*		

California Science Test - African American Students

Science

CAASPP Science Results for Black or African American												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	*			*			*			*		

California Science Test - Asian Students

Science

CAASPP Science Results for Asian												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	*			*			*			*		

California Science Test - Hispanic/Latino Students

Science

CAASPP Science Results for Hispanic or Latino												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	*			*			*			*		

California Science Test - White Students

Science

CAASPP Science Results for White												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	*			*			*			*		

California Science Test - English Learner Students

Science

CAASPP Science Results for English Learner												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	*			*			*			*		

California Science Test - Socio-Economically Disadvantaged Students

Science

CAASPP Science Results for Economically Disadvantaged												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	*			*			*			*		

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1542.3	1539.5	1544.5	70
Grade 10	1537.3	1531.4	1542.8	80
Grade 11	1554.5	1544.3	1564.1	72
Grade 12	1567.4	1560.1	1574.3	79
All Grades				301

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	17	24.29	23	32.86	18	25.71	12	17.14	70
Grade 10	17	21.25	33	41.25	13	16.25	17	21.25	80
Grade 11	19	26.39	29	40.28	18	25.00	*	*	72
Grade 12	28	35.44	24	30.38	16	20.25	11	13.92	79
All Grades	81	26.91	109	36.21	65	21.59	46	15.28	301

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	29	41.43	21	30.00	13	18.57	*	*	70
Grade 10	37	46.25	21	26.25	11	13.75	11	13.75	80
Grade 11	39	54.17	24	33.33	*	*	*	*	72
Grade 12	43	54.43	22	27.85	*	*	*	*	79
All Grades	148	49.17	88	29.24	35	11.63	30	9.97	301

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	21	30.00	23	32.86	23	32.86	70
Grade 10	*	*	20	25.00	25	31.25	29	36.25	80
Grade 11	*	*	23	31.94	30	41.67	13	18.06	72
Grade 12	18	22.78	19	24.05	25	31.65	17	21.52	79
All Grades	33	10.96	83	27.57	103	34.22	82	27.24	301

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	28	40.00	27	38.57	15	21.43	70
Grade 10	33	41.25	37	46.25	*	*	80
Grade 11	30	41.67	33	45.83	*	*	72
Grade 12	37	46.84	31	39.24	11	13.92	79
All Grades	128	42.52	128	42.52	45	14.95	301

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	41	58.57	22	31.43	*	*	70
Grade 10	40	50.00	28	35.00	12	15.00	80
Grade 11	49	68.06	19	26.39	*	*	72
Grade 12	58	73.42	13	16.46	*	*	79
All Grades	188	62.46	82	27.24	31	10.30	301

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	32	45.71	30	42.86	70
Grade 10	11	13.75	30	37.50	39	48.75	80
Grade 11	*	*	34	47.22	30	41.67	72
Grade 12	19	24.05	32	40.51	28	35.44	79
All Grades	46	15.28	128	42.52	127	42.19	301

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	13	18.57	46	65.71	11	15.71	70
Grade 10	*	*	53	66.25	18	22.50	80
Grade 11	16	22.22	52	72.22	*	*	72
Grade 12	22	27.85	47	59.49	*	*	79
All Grades	60	19.93	198	65.78	43	14.29	301

A-G Requirements

	2015-16	2016-17	2017-18
District	23.9		
State	43.4		

Percent of Advanced Placement (AP) Exams passed with a Score of 3 or Higher versus the Number of AP Exams taken

	2015-16	2016-17	2017-18
District	40		

Percent of Students taking at least 1 AP Exam versus Grades 10-12 Enrollment (during AP testing window)

	2015-16	2016-17	2017-18
District	19.8		

Frequency Summary

	2016-17		2017-18	
	District	William J. (Pete) Knight High	District	William J. (Pete) Knight High
Avg. Score (Max 20)				
Total Walkthroughs	4007	456		
Total Time				
Avg. Length				
Last Walkthrough Date				

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,885	80.6%	11.9%	1.7%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	342	11.9%
Foster Youth	49	1.7%
Homeless	12	0.4%
Socioeconomically Disadvantaged	2,326	80.6%
Students with Disabilities	415	14.4%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	408	14.1%
American Indian	8	0.3%
Asian	27	0.9%
Filipino	32	1.1%
Hispanic	2,238	77.6%
Two or More Races	59	2.0%
Pacific Islander	4	0.1%
White	108	3.7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Graduation Rate</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 18.8 points below standard Increased 6.9 points 552 students	 Red 126.8 points below standard Declined -21.3 points 78 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 20 points below standard Increased 8.1 points 466 students	 Red 153 points below standard Declined -32.2 points 64 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 50.8 points below standard Maintained -0.6 points 72 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16 points below standard Increased 9.1 points 427 students	 No Performance Color 30.3 points below standard 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 3.7 points below standard Declined -5.9 points 27 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
145.1 points below standard Declined -34.4 points 58 students	73.8 points below standard Increased 12.8 points 20 students	21.8 points below standard Increased 9.9 points 224 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 111.5 points below standard Maintained 1.5 points 549 students	 Red 217.8 points below standard Declined -36.3 points 78 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 112.5 points below standard Increased 3.1 points 463 students	 Red 228.1 points below standard Declined -11.8 points 63 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 150.2 points below standard Maintained 2.3 points 71 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 108.7 points below standard Maintained 1.9 points 425 students	 No Performance Color 130.5 points below standard 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 94.3 points below standard Declined -23.9 points 27 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
226.4 points below standard Declined -35.4 points 58 students	193.1 points below standard Declined -47.5 points 20 students	113.6 points below standard Increased 5.7 points 222 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
301	26.9%	36.2%	21.6%	15.3%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 30.3% prepared Declined -4.6% 661 students	 Red 5.6% prepared Declined -4.2% 89 students	 No Performance Color 16% prepared Increased 4.2% 25 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 6.7% prepared Declined -16.7% 15 students	 Orange 28.7% prepared Declined -4.8% 595 students	 Orange 4.7% prepared Increased 3.4% 86 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 24.5% prepared Increased 5.4% 98 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.7% prepared Declined -6.2% 508 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 33.3% prepared Increased 2.6% 27 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
30.7% Prepared	34.9 Prepared	30.3 Prepared
22.8% Approaching Prepared	19.3 Approaching Prepared	21.5 Approaching Prepared
46.5% Not Prepared	45.8 Not Prepared	48.3 Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

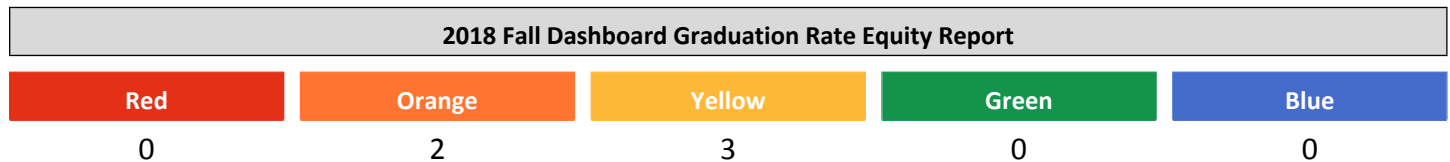
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Yellow		 No Performance Color	
89.3% graduated		76.4% graduated		76% graduated	
Maintained -0.2%		Increased +6%		Declined -6.4%	
661 students		89 students		25 students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Yellow	
66.7% graduated		89.2% graduated		70.9% graduated	
Declined -18.4%		Maintained -0.3%		Increased +4.7%	
15 students		595 students		86 students	

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 89.8% graduated Declined -1.2% 98 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 88.2% graduated Declined -1.6% 508 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color 100% graduated Increased +15.4% 27 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
89.5% graduated	89.3% graduated

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	7	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 8% suspended at least once Increased 0.7% 3191 students	 Orange 9.7% suspended at least once Increased 2.5% 390 students	 Orange 17.6% suspended at least once Declined -2.4% 85 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 31.3% suspended at least once Increased 15.9% 16 students	 Orange 8.6% suspended at least once Increased 0.6% 2622 students	 Red 18.2% suspended at least once Increased 1.6% 457 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 19.1% suspended at least once Declined -0.7% 476 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color 0% suspended at least once Declined -8.3% 28 students	 No Performance Color 0% suspended at least once Maintained 0% 35 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.1% suspended at least once Increased 1.3% 2448 students	 Orange 11.9% suspended at least once Declined -3.8% 67 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 4% suspended at least once Increased 0.4% 125 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.3% suspended at least once	7.3% suspended at least once	8% suspended at least once

Conclusions based on this data:

1.

Nine Essential Program Components

Required Elements of a Schoolwide Program under the Every Student Succeeds Act (ESSA)

Focus on struggling students: The comprehensive needs assessment must identify the needs of particular needs of students who are failing, or are at risk of failing, to meet state standards.

Well-rounded education: Allowable strategies include programs, activities, and courses in support of a “well-rounded education,” reflecting ESSA’s push for schools to expand the scope of instructional support to include STEM, arts, PE, and other subjects.

Multitiered systems of supports: ESSA explicitly references, “a schoolwide tiered model” to prevent problem behavior, and early intervening services, coordinated with activities provided under IDEA.

College Coursework: ESSA explicitly allows the use of funds for college credit-bearing coursework, including Advanced Placement, International Baccalaureate, dual and concurrent enrollment, and early college high school, as well as related training materials, transportation, and other costs of such programs.

Plan evaluation and revision: The law enhances the requirement that schoolwide plans be “reviewed and revised as necessary,” mandating regular monitoring and revision that is ‘based on student needs’ to ensure that all students are provided opportunities to meet state standards.

1. Use of standards-based/standards-aligned (kindergarten through grade twelve) ELA and mathematics instructional materials, including intensive interventions, and ELD materials.* These may include CCSS-aligned materials.

The school/district provides standards-aligned (1997-adopted content standards or CCSS) textbooks and instructional materials, including ancillary materials for universal access for all ninth and tenth grade ELA courses as well as intensive reading intervention courses for identified students; and for mathematics, standards-aligned (1997-adopted standards or CCSS) mathematics textbooks and instructional materials for all students enrolled in Algebra I in a traditional sequence or Mathematics I in an integrated sequence. These programs are to be implemented as designed in every classroom with materials for every student.

*ELD: Depending on the grade level and year of adoption, school/district may also use ELD materials found on the SBE-approved supplementary materials list (includes Assembly Bill 1802 materials) to provide ELD instruction to ELs.

2. Implementation of adequate instructional minutes for basic core ELA and mathematics programs, intensive interventions, and strategic support courses as well as additional instructional time for structured ELD at all grade levels, as appropriate.

Through the school's master schedule, the school/district allocates adequate instructional time for the adopted basic core grade-level 9th and 10th ELA and Algebra I programs and intensive interventions. In addition, the school/district allocates additional time as appropriate for strategic support, ELD for identified ELs, and support to master the required skills to pass the related components on the California High School Exit Examination. This time should be given priority and be protected from interruptions.

3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the standards-aligned ELA Grade 9 and 10 core, strategic support and the intensive reading intervention courses and for the standards-aligned Algebra I, Algebra I strategic support, and Algebra intervention courses in order for all teachers to follow a common sequence of instruction and assessment.

4. Instructional materials-based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district-adopted programs and the EPCs.

The principal and vice-principal(s) are engaged in professional development focused on leadership, support and monitoring to fully implement the standards-aligned RLA/ELD instructional programs for Grades 9-10, reading intervention programs, including CCSS-aligned materials in use at the school, and to ensure the full implementation of the EPCs.

5. Fully credentialed, highly effective teachers, per the requirements of the Every Student Succeeds Act (ESSA) and professional development on standards-aligned instructional materials

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. Implementation of Instructional Materials-Based Professional Development: Teachers of RLA/ELD (K-10) and mathematics K-8 through Algebra I (in all grade levels and programs, including special education and ELD) are engaged in professional development focused on standards-aligned, basic core RLA/ELD and mathematics programs, reading or mathematics intensive intervention instructional programs, and/or CCSS-aligned instructional programs in use at the school.

6. Implementation of ongoing instructional assistance and support for RLA/ELD, mathematics, and intensive intervention teachers. Suggested support includes the use of content experts, specialists, and/or instructional coaches.

The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD, mathematics, and intensive interventions. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Implementation of a student achievement monitoring system that provides timely data from common formative and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices and implementation of the adopted programs.

The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the adopted RLA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.

The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of RLA/ELD and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of the school/district assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school.

9. Implementation of Fiscal Support aligned to full implementation of EPCs.

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement.

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 or “at risk” of failing to meet Academic State Standards and College/Career Preparedness levels. As a result, it has adopted the following school goals, related actions, and expenditures to raise both the performance and the College/Career Preparedness levels of all students not yet meeting state standards and/or College/Career Preparedness Levels:

SUBJECT: College and Career Readiness													
LEA GOAL:													
Ensure that students are academically proficient and prepared for college and career ready.													
SCHOOL GOAL #1:													
Ensure that students are academically proficient and prepared for college and career ready.													
Expected School-Wide Learning Results:							Related State and/or Local Priorities:						
Possess and demonstrate grade level literacy skills (reading/ writing). Possess and demonstrate grade level math skills. Work collaboratively. Use technology to solve problems. Possess and demonstrate communication skills (reading/ writing/ speaking).							1 X 2 X 3 4 X 5 X 6 X 7 X 8 X						
							Local: Specify						
Data Used to Form this Goal:													
Community Forums feedback Staff/Faculty feedback Student feedback WASC findings													
Findings from the Analysis of this Data:													
Stakeholders indicated a need for increased student achievement and traditional standardized tests as well as ancillary college readiness indicators													

How the School will Evaluate the Progress of this Goal:

CCSS Assessment Scores
 SAT and PSAT
 ELPAC Scores
 Benchmark Scores
 Number of students enrolled in Honors and AP courses
 AP Exam results
 EAP participation rates
 Graduation rates
 Percentage of students meeting A-G requirements
 Schoolwide RI and MI scores
 Quarter grades
 Semester grades
 CWT data
 Students work

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of AVID Strategies Schoolwide		Admin AVID Elective Teachers Inst. Partners Faculty/Staff	AVID Elective, RSP, and Intervention classes have college-aged tutors to meet the 1:7 ratio as determined by Essential 8 of the AVID Certification guidelines. (Certificated salaries) (1A)		Title I	200,000
			AVID Elective educators have been trained in AVID Implementation and have attended AVID Summer Institute at least once. (Ess. 10.4) All AVID Elective educators have been trained in Tutorology, either at PATH Training or Summer Institute. (Conference and travel fees) (1B)		Title I	30,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Content area educators are trained in AVID strategies. (Cornell Note-taking, Inquiry, Critical Reading, Tutorology, and Socratic Seminars) through on site professional development. (EWAs = 100 hours) (1C)		Title I	5,000
			Site will designate a staff member(s) (AVID Coordinator(s)) to compile data, ensure program fidelity, and effectiveness. (2 release periods) (1D)		Title I	30,000
			AVID Coordinator(s) will attend meetings as necessary to collaborate with site leadership, district leadership, other district coordinators, LACOE, and AVID Central. (SBAs) (1E)		Title I	5,000
Implementation of Standards Based Curriculum		Admin Teachers Inst. Partners	Offer expanded learning opportunities (i.e. tutoring, credit retrieval). (EWAs = 1000 hours). (1F)		Title I	50,000
			Provide supplemental materials (i.e. realia, bilingual materials) in order to increase comprehensible input. (Materials purchase) (1G)		Title I	25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provision of professional development for implementation and collaboration to identify communicate, implement, support, monitor, and evaluate one to three consistent school-wide instructional strategies. (EWAs = 350 hours) (1H)		Targeted Funds	17,500
Student Support and Intervention		Admin Teachers Inst. Partners	Algebra 1 and Literacy Support classes will have a reduced capacity to allow for individualized and differentiated instruction. (1I)		Title I	120,000
			Provide EL Coordinator and Bilingual Secretary to oversee EL program. (3 release periods and classified salary). (1J)		Targeted Funds	115,000
			Intervention educators have access to relevant materials, including but not limited to, necessary technology. (Materials purchase) (1K)		Title I	30,000
			EL Department implements plan to ensure students, parents, and teachers have access to a rigorous and relevant education through evening workshops (EWAs = 200 hours) (1L)		Targeted Funds	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Support and Intervention		Admin Staff/Faculty Instr. Coaches	Student Planners will be provided to help students with organization and to keep students and parents informed of school policies. (Materials purchase) (1M)		Title I	13,500
			Selected teachers, support staff, and parents will attend annual CABE conference to further increase knowledge of EL strategies for classroom use and student support. (Conference and travel fees) (1N)		Targeted Funds	20,000
			English Learners Program Site Adviser and Instructional Partners facilitate collaboration/professional development among educators (EWAs = 100 hours) (1O)		Targeted Funds	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Site will designate a staff member (Literacy Support Instructional Partner) for the purpose of supporting program fidelity and school wide literacy strategies. The staff member will also coordinate the administration of the RI to all students at least twice annually. Also, to support teachers recently exited from induction and follow up with all teachers having recent PD experiences. (3 release Periods) (1P)		Title I	30,000
			Site will designate a staff member (Math Support Instructional Partner) for the purpose of supporting program fidelity and school wide Math strategies Also to support teachers recently exited from induction and follow up with all teachers having recent PD experiences. (2 release Periods) (1Q)		Title I	30,000
			Provide staff members (Instructional partner - EL) to support instruction school-wide. (2 release periods) (1R)		Targeted Funds	30,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide staff member (Instructional partner - pedagogy and differentiation) to support instruction school-wide. (2 release periods) (1S)	Title I		30,000
College and Career Prep and Exposure		Admin Staff/Faculty Instr. Partners Counseling	Provide opportunities for College Campus visits by students. Our goal would be to send every 9th grade students, and other groups, as appropriate (i.e. DDE and AVID) (Travel fees) (1T)	Title I		50,000
				Other		6,000
			Provide opportunities for student trips focusing on career/vocational education. (Travel fees) (1U)	Targeted Funds		30,000
Title 1 Coordinator Stipend		Title 1 Coor	Provide a Title Coordinator to help organize all Title 1 activities and provide advisory meetings and parent workshops (release period) (1V)	Title I		15,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing or “at risk” of failing to meet Academic State Standards and College/Career Preparedness levels. As a result, it has adopted the following school goals, related actions, and expenditures to raise both the performance and the College/Career Preparedness levels of all students not yet meeting state standards and/or College/Career Preparedness Levels:

SUBJECT: 21st Century Curriculum																							
LEA GOAL:																							
Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional, and personal growth.																							
SCHOOL GOAL #2:																							
Provide a 21 st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional, and personal growth.																							
Expected School-Wide Learning Results:								Related State and/or Local Priorities:															
Possess and demonstrate grade level literacy skills (reading/ writing). Possess and demonstrate grade level math skills. Work collaboratively. Use technology to solve problems. Possess and demonstrate communication skills (reading/ writing/ speaking).								1	X	2	X	3		4	X	5	X	6	X	7	X	8	X
								Local: Specify															
Data Used to Form this Goal:																							
Community Forums feedback Staff/Faculty feedback Student feedback WASC findings																							
Findings from the Analysis of this Data:																							
Stakeholders indicated a need for better college and career ready preparation and critical thinking skills. Implementation of CCSS requires a broader scope of practice and for students to make connections and develop stronger critical think skills. In addition, stakeholders expressed interest in better preparing students for post high school success through more career technical education options.																							

How the School will Evaluate the Progress of this Goal:

CCSS Assessment Scores
 ELPAC Scores
 Benchmark Scores
 Number of students enrolled in Honors and AP courses
 AP Exam results
 EAP participation rates
 Graduation rates
 Percentage of students meeting A-G requirements
 Schoolwide RI and MI scores
 Quarter grades
 Semester grades
 CWT data
 Students work

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Support and Intervention		Admin Staff/Faculty Inst. Partners, and counselors	Intervention educators will participate in district and site workshops and collaborative planning meeting between educators, coaches, administration, and counselors. (EWAs = 300 hours) (2A)		Title I	15,000
			Maintain and update technology resources for delivery of content. (Equipment purchases) (2B)		Title I	135,882
			Maintain and update technology resources for delivery of content and implement Naviance. (Equipment purchases) (2C)		Targeted Funds	40,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			A staff person will be designated as an instructional partner in the area of digital literacy to ensure proper implementation by staff and student support and support teachers recently exited from induction. (2 release periods) (2D)		Targeted Funds	30,000
			Provide students with open lab space (new library design) with increased hours for staffing (e.g. evenings and weekends). (EWAs = 500 hours) (2E)		Targeted Funds	25,000
Implementation of Standards Based Curriculum		Admin Staff/Faculty Instr. Partners	Staff will work collaboratively around the implementation of CCSS, NGSS, and supplemental curriculum which promotes college and career readiness. (EWAs = 100 hours) (2F)		Targeted Funds	5,000
			District Wide STEM Expo - Materials and hours as needed. (Materials and EWAs) (2G)		Targeted Funds	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Attend professional development regarding Literacy/Critical Reading Strategies and Literacy Across the Curriculum, ie ERWC. New staff to ERWC receive 4 day training and the one day review. (PD Fees) (2H)		Title I	10,000
Provision of Rigorous Curriculum Through and Honors and AP Classes		Admin Faculty/Staff Instr. Partners	All AP/Honors educators will attend content specific training, including AP computer science courses. (Conference and travel fees) (2I)		Targeted Funds	15,000
			Site AP/Honors educator collaboration opportunities. (EWAs = 60 hours) (2J)		Title I	2,500
			Sub teachers to release KHS teachers to proctor the AP exams. (SBAs) (2K)		Targeted Funds	10,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of 21st Century Curriculum		Admin Faculty/Staff Instr. Partners	Educators will be supported in their efforts to implement standards based curriculum through appropriate technological mediums through PD training on alternative teaching resources such as, online books, online newspapers, educational video access, blogs, wikis, and apps such as Google Suite for Education and such PD as ISTE. (EWAs = 250 hours and conference fees) (2L)		Targeted Funds	32,500
			Provide technology devices to targeted groups of English language learners. (Equipment purchase) (2M)		Targeted Funds	30,000
			Provide 1:1 technology devices to targeted groups of 9th grade students, i.e. DD&E. (Equipment purchase) (2N)		Title I	21,000
			Provide 1:1 technology devices to targeted groups of 9th grade students, i.e. AVID. (Equipment purchase) (2O)		Title I	51,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Innovative and updated classroom resources for the delivery of instruction in novel ways. (Materials purchase.) (2P)		Targeted Funds	8,033

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 or “at risk” of failing to meet Academic State Standards and College/Career Preparedness levels. As a result, it has adopted the following school goals, related actions, and expenditures to raise both the performance and the College/Career Preparedness levels of all students not yet meeting state standards and/or College/Career Preparedness Levels:

SUBJECT: Safe and Supportive																																	
LEA GOAL:																																	
Cultivate a safe and secure, positive school culture that supports all students’ personal and academic growth.																																	
SCHOOL GOAL #3:																																	
Cultivate a safe and secure, positive school culture that supports all students’ personal and academic growth.																																	
Expected School-Wide Learning Results:						Related State and/or Local Priorities:																											
Possess and demonstrate grade level literacy skills (reading/ writing). Possess and demonstrate grade level math skills. Work collaboratively. Use technology to solve problems. Possess and demonstrate communication skills (reading/ writing/ speaking).						<table border="1"> <tr> <td>1</td> <td>X</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>X</td> <td>6</td> <td>X</td> <td>7</td> <td>8</td> </tr> <tr> <td colspan="11">Local: Specify</td> </tr> </table>						1	X	2	3	4	5	X	6	X	7	8	Local: Specify										
						1	X	2	3	4	5	X	6	X	7	8																	
Local: Specify																																	
Data Used to Form this Goal:																																	
Community Forums feedback Staff/Faculty feedback Student feedback WASC findings																																	
Findings from the Analysis of this Data:																																	
On a staff ranking survey of the 8 state priorities, teachers and classified employees listed school climate as their top priority. In addition, community stakeholders gave significant input on school climate and a positive learning atmosphere during community forums.																																	

How the School will Evaluate the Progress of this Goal:

CCSS Assessment Scores
 ELPAC Scores
 Benchmark Scores
 Number of students enrolled in Honors and AP courses
 AP Exam results
 EAP participation rates
 Graduation rates
 Percentage of students meeting A-G requirements
 Schoolwide RI and MI scores
 Quarter grades
 Semester grades
 CWT data
 Students work

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Support and Intervention		Admin Teachers/Staff Instr. Parters	Student Successes are celebrated throughout programs to increase and improve student morale. (PBIS supplies) (3A)		Targeted Funds	5,000
			"Rachel's Challenge" Anti-bullying Program (Program costs) (3B)		Targeted Funds	5,000
			Provide a release period to facilitate an Alternative to Suspension Program (2 release periods) (3G)		Targeted Funds	45,000
			Provide a release period to facilitate an Alternative to Suspension Program (4 release periods) (3G)		Targeted Funds	45,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased Training Opportunities for Security and Other Support Staff		Admin Teachers/Staff Instr. Partners	PD opportunities will be sought out and provided for security in areas to include (but not limited to): Gangs, NCI, Reports and Documentation, Due Process, Social Media. (Conference fees) (3C)		Targeted Funds	5,000
			Staff and faculty PD focusing on positive relationship building in the area of student-staff relationships will be sought out and provided. (EWAs = 100) (3D)		Targeted Funds	5,000
			Selected teachers, support staff, and parents will attend annual Good Teaching conference to further increase knowledge of good teaching strategies for classroom use and student support. (Conference and travel fees) (1N)		Title I	5,000
Student support and intervention			Link Program summer training and trainer will be provided to help older students to be better prepared and equipped to support incoming students. (Program costs) (3E)		Title I	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Site will provide a Link Crew Coordinator to oversee the Link Crew Program. (Stipend) (3F)		Title I	5,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing or “at risk” of failing to meet Academic State Standards and College/Career Preparedness levels. As a result, it has adopted the following school goals, related actions, and expenditures to raise both the performance and the College/Career Preparedness levels of all students not yet meeting state standards and/or College/Career Preparedness Levels:

SUBJECT: Relationships													
LEA GOAL:													
Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.													
SCHOOL GOAL #4:													
Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.													
Expected School-Wide Learning Results:							Related State and/or Local Priorities:						
Possess and demonstrate grade level literacy skills (reading/ writing).							1	2	X	3	X	4	X
Possess and demonstrate grade level math skills.													
Work collaboratively.													
Use technology to solve problems.													
Possess and demonstrate communication skills (reading/ writing/ speaking).													
Local: Specify													
Data Used to Form this Goal:													
Community Forums feedback Staff/Faculty feedback Student feedback WASC findings													
Findings from the Analysis of this Data:													
Stakeholders indicated a need for more contact and information about school programs to include: contact with counseling staff, parent and student workshops and better communication and outreach that informs parents of programs and opportunities available on campus. In addition, enhanced relationships with stakeholder groups and corporate/industrial representatives will benefit our students and the opportunities that are open to them.													

How the School will Evaluate the Progress of this Goal:

CCSS Assessment Scores
ELPAC Scores
Benchmark Scores
Number of students enrolled in Honors and AP courses
AP Exam results
EAP participation rates
Graduation rates
Percentage of students meeting A-G requirements
Schoolwide RI and MI scores
Quarter grades
Semester grades
CWT data
Students work

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase/Improve Parent/teacher Communication		Admin Faculty/Staff Instr. Partners	Physical improvements to directional signage on campus. (Materials purchase) (4A)		Title I	5,000
			Installation of external display cases for the purpose of exhibiting student projects (Materials purchase) (4B)		Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Parent Workshops & Informational Meetings		Admin Faculty/Staff Instr. Partners, Counselors	Evening parenting workshops in English and Spanish 1) 4 Systems of Higher Ed 2) Helping your student succeed in high school and prepare for college 3) Financial aid and FAFSA Support 4) Helping your student get back on target. (EWAs = 50 hours) (4C)		Title I	2,500
			NCAA Info Meetings (EWAs = 10 hours) (4E)		Targeted Funds	500
			EL Open House and mini-conference (EWAs = 100 hours) (4F)		Title I	5,000
			PIQE Program (Program cost) (4G)		Title I	25,000
Increase Community Relations Events			Leadership Development Day Event with KHS and KPrep - Outside facilitator will be brought in to deliver sessions designed to increase student leadership capacity (Program Fee) (4H)		Targeted Funds	10,000

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 or “at risk” of failing to meet Academic State Standards and College/Career Preparedness levels. As a result, it has adopted the following school goals, related actions, and expenditures to raise both the performance and the College/Career Preparedness levels of all students not yet meeting state standards and/or College/Career Preparedness Levels:

SUBJECT: Optional												
LEA GOAL:												
SCHOOL GOAL #5:												
Expected School-Wide Learning Results:					Related State and/or Local Priorities:							
					1	2	3	4	5	6	7	8
					Local: Specify							
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	Type	Funding Source	Amount

Analysis of Current Educational Practice

The following statements are adapted from Every Student Succeeds Act (ESSA), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at our school:

Standards, Assessment, and Accountability

- Use of state and local assessments to modify instruction and improve student achievement (ESSA)
- Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

- Status of meeting requirements for highly effective staff (ESSA)
- Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
- Sufficiency of credentialed teachers & teacher professional development (access to AB 466 training on SBE-adopted instructional materials) (EPC)
- Alignment of staff development to content standards, assessed student performance, and professional needs (ESSA)
- Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- Teacher collaboration by grade level (EPC)

Teaching and Learning

- Alignment of curriculum, instruction, and materials to content and performance standards (ESSA)
- Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
- Lesson pacing schedule (EPC)
- Availability of standards-based instructional materials appropriate to all student groups (ESSA)
- Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

- Services provided by the regular program that enable underperforming students to meet standards (ESSA)
- Evidenced-based practices to raise student achievement at this school (ESSA)
- Opportunities for increased learning time (Title I SWP and PI requirement)
- Transition from 8th grade to high school (Title I SWP)

Involvement

- Resources available from family, school, district, and community to assist under-achieving students (ESSA)
- Strategies to increase parental involvement (Title I SWP)
- Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

- Services provided by categorical funds that enable underperforming students to meet standards (ESSA)
- Fiscal support (EPC)

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	992,475.77	
Targeted Funds	534,296.00	
Other	6,000.00	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

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
Will Laird	X				
Jessica Centonze Moll		X			
Linda Fabela		X			
Matt Winck		X			
Brittany Elliott		X			
Blanca Soria				X	
Delia Silva				X	
Deborah Frazier				X	
Destiny McDuffy					X
Mackenzie Reed					X
Elijah Johnson					X
Sylvia Mendoza			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) to the district governing board for approval and assures the board of the following:

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

Western Association of School and Colleges (WASC)

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Title I Parent Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SPSA is developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. § 6314(b)(2).)
5. The SPSA shall remain in effect for the duration of the school's participation under this part and is reviewed and revised as necessary. (20 U.S.C. § 6314(b)(3).)
6. The SPSA shall be available to the LEA, parents, and the public, in a language the parents can understand. (20 U.S.C. § 6314(b)(4).)
7. The SPSA shall include coordination and integration of federal, state, and local services and programs. (20 U.S.C. § 6314(b)(5).)
8. The SPSA is based on a comprehensive needs assessment of the entire school which takes into account information on the academic achievement of children in relation to the challenging state academic standards. (20 U.S.C. § 6314(b)(6).)
9. The SPSA shall include a description of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards. (20 U.S.C. §§ 6314(b)(6), 6314(b)(7)(A)(i), (ii), (iii).)
10. This SPSA was adopted by the SSC at a public meeting on 5-21-18.

Attested:

Will Laird

Typed Name of School Principal

Signature of School Principal

Date

Jessica Centonze-Moll

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date