

Atascadero High School

Single Plan for Student Achievement

School: Atascadero High School

District: Atascadero Unified School District

County – District School (CDS) Code: 40-68700-4030755

Principal: William Neely

Date of the revision: October 2017

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

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

Contact Person: William Neely

Position: Principal

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The Mission of Atascadero High School is to provide educational opportunities which empower students to reach their fullest potential, and participate as responsible and productive citizens in a continuously changing world.

The Atascadero Unified School District Governing Board approved this revision of the SPSA on October 19, 2017

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<u>District Actions B:</u>	<u>Site Actions</u>	
Review need for additional resources for secondary students at CELDT levels 1 & 2	Provide support for EL students through bilingual additional adult support in the areas of math, science, English and history	September 2017
Tutoring for EL students at secondary levels.	Provide targeted students with additional support in study hall with the assistance of a bilingual aid	September 2017
Provide PD for designated & integrated ELD curriculum & instruction	Teachers will integrate SDAIE strategies into instruction	August 2017-June 2018
EL's to receive designated ELD during extended learning times	EL conference provided to teacher with follow up at district level	Summer 2017
In grades 7-12, counselors will meet with at-risk EL students at each grading period	9-12 grade counselors will meet with at-risk EL students at each grading period	August 2017-June 2018
	Consider all students who have scored a 4 or a 5 on the CELDT for reclassification	August 2017-June 2018
	All students who score at the 1, 2 or 3 level on the CELDT will be tested annually	August 2017-June 2018
	All students who score at the 1, 2 or 3 level on the CELDT will receive interventions for English Language Development	August 2017-June 2018

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Goal 1 Student Academic Growth: Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students.		
Outcome C: Struggling students will access literacy and math intervention to support their individual growth.	Actions	Timeline
District Metrics C: 70% of all students and 50% of EL students will reach their grade level SRI Lexile	Site Metrics Numbers of students earning D's and/or F's in Math & English <u>Spring 2017</u> Students with D or F in Math - 321 (26%) Students with D or F in English - 257 (21%) Number of students achieving a C or better in the Coupled Algebra 1 course and the Math 9 - Algebraic Foundations course SBAC Scores in Math & ELA SBAC Results 2017 <u>ELA 2017</u> Exceeded 24% Met 34% Nearly Met 23% Below 19% <u>MATH 2017</u> Exceeded 9% Met 21% Nearly Met 30% Below 40 %	Spring 2018 Spring 2018 Spring 2017

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	<p>Site Goal Increase SBAC scores of level 3 and 4 by 2% 70% of students enrolled in Coupled Algebra and Math 9 - Algebraic Foundations will complete their coursework with a C or better</p>	
<p>District Actions C: In grades 6-12, counselors will meet with at-risk students at each grading period</p> <p>Support district MTSS through additional staff:</p> <ul style="list-style-type: none"> • 1 Psychologist • 10 Additional days for SIS leadership • 5 Intervention Coordinators • 1 LC Teacher • 4.06 Behavior Support Specialists • 1 LC Program Coordinator • 1 Behavior Specialist • 1.12 Bilingual IAs • 11.5189 IAs <p>Maintain access to SLOCOE educational resource Portal</p> <p>Core Support teacher for Creston to support targeted needs and MTSS</p> <p>Review the possibility of reducing class size in grades K-3</p>	<p>Site Actions Counselors of students in grade 9-12 will meet with at-risk students at each grading period</p> <p>Progress reports sent home to students with D's and/or F's at each grading period</p> <p>Counseling intern will meet regularly with an identified group of at-risk students who need additional support with study skills</p> <p>Counselors will document student contacts in Aeries</p> <p>Maintain access to SLOCOE educational resources</p> <p>Counselors will review course of study and assessment data with students during the registration process</p> <p>Counselor will place seniors who are at-risk of not graduating on Senior Contracts that will be reviewed regularly with students and signed by parent/guardian</p>	<p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p>

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	<p><u>Site Goals</u> Increase percentage of students meeting or exceeding standard in Math by 2% Increase percentage of students meeting or exceeding standard in ELA by 2% Increase AP test passing rate by 1% Increase EAP conditionally exempt or exempt by 2% Increase A-G Eligibility by 2%</p>	
<p><u>District Actions D:</u> Establish district-wide benchmark expectations in ELA & Math</p> <p>Provide PD opportunities for AP teachers in summer institutes</p> <p>Maintain additional Counselors at the secondary levels to increase access to and enrollment in A-G & AP classes</p> <p>Investigate offering additional A-G courses</p>	<p><u>Site Actions</u> Continue to provide professional development opportunities for AP teachers</p> <p>Maintain additional counselors in order to support student enrollment in A-G coursework</p> <p>Maintain additional counselor in order to increase access to and enrollment in dual enrollment and college enrichment courses</p> <p>Maintain additional counselor in order to increase enrollment in AP courses</p> <p>Continue to build the A-G course offerings by aligning courses to meet the standards outline by UCOP</p> <p>Consider additional courses for A-G approval</p>	<p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p>

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Goal 2 College & Career Ready Scholars: Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding and secure life.		
Outcome E: Our students will be technologically literate at or above their grade level.	Actions	Timeline
District Metrics E: As measured by our local survey, increase the percent of students who regularly access grades & assignments online, use the internet at school and at home, and use technology for assignments.	Site Metrics Each classroom will maintain student access to a minimum of one computer work station WiFi access throughout campus available to all students All teachers have their own personal electronic device supplied by district (ie. personal laptop or iPad) Number of teachers utilizing Google Classroom “What’s Up Wednesday” - Digital Citizenship lessons done over the course of five weeks Site Goals Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Digital Citizenship Goal: Students will know how everything you or someone else posts about you online creates a digital footprint that affects how others view you and can impact college admission and employment.	August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018

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<p>District Actions E: Continue increased budget for technology licenses</p> <p>Maintain additional technology staff: 1 Tech TOSA 1 Computer Tech to support 1:1 roll out and SAMR transition</p>	<p>Site Actions Purchase three additional Chromebook carts, each with 35 Chromebooks</p> <p>Utilize one site tech as a resource for staff</p> <p>Provide technology support for teacher development through professional development opportunities</p> <p>Provide one on one support for teachers through accessing Tech TOSA</p> <p>Identify staff who are able to coach colleagues on the use of technology</p> <p>Provide staff with specific technology trainings through the use of teachers teaching teachers during PLC's</p> <p>Utilization of CTE Pathways monies to purchase Adobe Cloud program for use by students and teachers in the CTE Pathway courses</p> <p>Continued modernization of computer labs and workstations through the use of CTE funds</p> <p>All students grade 9-12 will participate in a Digital Citizen lesson dedicated to their grade level Digital Citizenship Standard</p>	<p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p> <p>August 2017-June 2018</p>

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Goal 2 College & Career Ready Scholars: Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment to a productive, rewarding and secure life.		
Outcome F: Secondary students will have access and opportunity to complete a three-course career pathway.	Actions	Timeline
District Metrics F: Increase 3-course Pathway completion by 3%. 90% of AHS students on track to complete Individual Academic Plan. Achieve 98% participation on senior survey	Site Metrics Increase CTE Pathway completion rate for all pathways by 3% (other than Agriscience that is in its first year of implementation) 100% of freshman students will develop a 10-year plan which will be updated annually, with their counselor, during registration Achieve 98% participation on senior survey Site Goals Continue to build the eight CTE Pathways to adhere to the 11 Elements of High Quality CTE Curriculum, as well as provide additional outreach to students for the purpose of increasing student participation and enrollment in the pathways.	August 2017-June 2018 August 2017-June 2018 June 2018
District Actions F: Give Senior Survey to exiting seniors Create publicity materials for Graduate Profile, Graduation Requirements, UC A-G, and CTE requirements and post in classrooms for grades 6-12 Utilize Career Cruising in grades 6-8 to introduce students to career opportunities after graduation	Site Actions AHS will maintain online information about the high school CTE Pathways Provide marketing and outreach to students and stakeholders regarding our CTE Pathways, including, but not limited to, website tutorials, video's and pamphlets Continue to meet with the CTE Advisory Board partnering with local industry leaders to guide the development of our CTE Pathways and work based learning opportunities	August 2017-June 2018 August 2017-June 2018 Quarterly during 17-18 School year

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<p>and the pathways in high school that can get them there</p>	<p>Each CTE Pathway will maintain an advisory board to assist in decision making and curriculum development</p>	<p>August 2017-June 2018</p>
	<p>CTE Teachers will attend a minimum of three professional development conferences to ensure that their pathways are in line with sector demands</p>	<p>August 2017-June 2018</p>
	<p>Each CTE Pathway will participate in a CTSO and provide students with industry aligned certifications and trainings</p>	<p>August 2017-June 2018</p>
	<p>Develop and deliver presentation to all 10th grade students that explores Career Planning</p>	<p>August 2017-June 2018</p>
	<p>All seniors will complete a Senior Survey as part of their check-out procedures prior to graduation</p>	<p>June 2018</p>

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Goal 3 School Climate: Our school sites will have safe, welcoming and inclusive climates that support our students by providing social-emotional support and supports our families by providing parent education.		
Outcome G: AUSD schools will provide a positive school climate and counseling services to at-risk students, grades TK-12.	Actions	Timeline
<p><u>District Metrics G:</u> Improve attendance rate by 0.25% annually by reducing chronic truancy by 1%.</p> <p>According to the California School Dashboard, decrease Suspensions by 0.5% and increase graduation rates by 0.6%.</p>	<p><u>Site Metrics</u> 2016-2017 65% (889 students) had Satisfactory Absence Attendance 23% (318 students) had At- Risk Absence Attendance 11% (152 students) had Chronic Absence Attendance 7% (101 students) had Moderate Chronic Attendance 4% (51 students) had Severely Chronic Attendance</p> <p>2016-2017 Number of students with one or more suspension - 70 % of students with one or more suspension - 5% Total number of suspensions -117</p> <p><u>Site Goals</u> Attendance- Increase the percentage of students with Satisfactory Absence Attendance by 2% and decrease the number of student considered Moderately Chronic absent by 1% for the 2017-18 school year. Reduce the percentage of students with one or more suspensions by 1%</p>	August 2017-June 2018

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<u>District Actions G:</u>	<u>Site Actions</u>	
Contract with Community Counseling to support students	Maintain 1 School Resource Officer	August 2017-June 2018
Maintain additional deferred maintenance funds	Implement the California Healthy Kids Survey with 9th and 11th grades	August 2017-June 2018
Maintain 1 School Resource Officer	Implement a schoolwide school climate survey	August 2017-June 2018
Employ a Behavioral Health Coordinator in the High School Wellness Center	Employ a Behavioral Health Coordinator in the High School Wellness Center	August 2017-June 2018
Use CaHKS Survey to establish target areas of need, and actions for desired improvement	Continue to develop and implement the Wellness Center, and the drug and alcohol counseling offered therein, for students who would otherwise be assigned a 6-week activity suspension	August 2017-June 2018
Establish procedures to document discipline, interventions, and counseling within Aeries	Continue to build comprehensive student wellness programs designed to respond to mental illness, drug resistance education and social skills	August 2017-June 2018
Ensure site plans include restorative practices for discipline and common behavior expectations	Continue to encourage parent participation with outreach programs through the Wellness Center on topics such as "The Teenage Brain," "Positive Discipline," etc	August 2017-June 2018
	Continue to build programs through the Wellness Center that can be provided at lunch and during study hall to help students develop assets in line with resiliency and student success	August 2017-June 2018
	Constant review of student attendance with campus security addressing daily those students who have cuts or tardies beyond the allowable limit	August 2017-June 2018
	Site leadership will work with the behavior committee to address campus wide concerns and appropriate disciplinary responses to problem behaviors	August 2017-June 2018
	Site leadership will consider restorative practices/approaches in response to infractions that cause harm to self or others	August 2017-June 2018

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	<p>Site leadership is working with our middle school leadership to develop a consistent and seamless PBIS (Positive Behavior Intervention and Supports) continuum</p>	<p>August 2017-June 2018</p>
	<p>Utilization of an automated reporting system which communicates to parents via a phone message any tardies or absences on a daily basis</p>	<p>August 2017-June 2018</p>
	<p>StopIt App used on campus for anonymous reporting of student concerns</p>	<p>August 2017-June 2018</p>
	<p>Maintain partnership with the LINK and the advocate that is on campus weekly</p>	<p>August 2017-June 2018</p>
	<p>Implement an attendance incentive program</p>	<p>August 2017-June 2018</p>
	<p>Increase Pre-SARB meetings to include those that are at-risk of chronic absenteeism.</p>	<p>August 2017-June 2018</p>
	<p>Promote the 5 R's through a campus-wide campaign</p>	<p>August 2017-June 2018</p>
	<p>Promote the Greyhound Creed through a campus-wide campaign</p>	<p>August 2017-June 2018</p>

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Goal 3 School Climate: Our school sites will have safe, welcoming and inclusive climates that support our students by providing social-emotional support and supports our families by providing parent education.		
Outcome H: AUSD will provide parent engagement programs to support the families of our students.	Actions	Timeline
District Metrics H: 100% of Schools with full parent participation on SSC & PTA/PTO 90% participation in CaHKS Survey 85% participation of Parent Conferences Hold 4 academic events at each school per year	Site Metrics: Parent participation in Freshman Parent Orientation Night Parent participation in ELAC Parent participation in School Site Council Parent participation in Wellness Center parent programs Parent participation in Booster Groups Parent participation in College Information Nights (Fall - Junior/Senior, Spring - Freshman/Sophomore) Percentage of parents completing the Online Data Verification through their Aeries Parent Portal account Parent participation in PTSA Parent participation in Senior Parent Nights Site Goal AHS will provide parent engagement programs to support the families of our students.	August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018 August 2017-June 2018

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<p>Maintain contract with the LINK to support students and families.</p> <p>Continue use of social media, email, district website and traditional strategies to create opportunities for two-way communication between families and the District.</p>	<p>Site Actions</p> <p>Provided outreach to parents in the form of a postcard as well as parent email and phone message regarding Night of Welcome for Freshman and new students</p>	<p>August 2017</p>
	<p>Continue to build the AHS PTSA and outreach for parent membership</p>	<p>August 2017-June 2018</p>
	<p>Personal phone calls to families with English Learners by bilingual staff, as well as emails notifying families of ELAC meetings</p>	<p>August 2017-June 2018</p>
	<p>Bilingual interpreter in attendance at all ELAC meetings</p>	<p>August 2017-June 2018</p>
	<p>Email and phone call reminders to parents/guardians prior to SSC meetings</p>	<p>August 2017-June 2018</p>
	<p>Marketing and advertising of Wellness Center parent nights through school website, email, district Facebook page, school newspaper, etc. inviting parents from AHS, FAA as well as AMS</p>	<p>August 2017-June 2018</p>
	<p>Teacher contact information listed on school website. Additionally, teacher email addresses will be listed on the grades page of Aeries</p>	<p>August 2017-June 2018</p>
	<p>Family participation in FST's as a method of early intervention for both academic and behavioral concerns</p>	<p>August 2017-June 2018</p>
	<p>Parent participation in re-entry meetings following student suspension</p>	<p>August 2017-June 2018</p>

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Programs Included in this Plan

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

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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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
William Neely	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elisabeth Madding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grace Curtis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tobi Rossi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maggie Wells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kristen Edrington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle McKenzie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shannon Rinkenberger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aurelie Gomez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeff Bockert	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Jeff Spiller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christine Melin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hayley Kirkland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Madison Cendro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	2	2	1	3	6

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee Signature

English Learner Advisory Committee Signature

Special Education Advisory Committee Signature

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- Gifted and Talented Education Advisory Committee Signature

- District/School Liaison Team for schools in Program Improvement Signature

- Compensatory Education Advisory Committee Signature

- Departmental Advisory Committee (secondary) Signature

- Other committees established by the school or district (list) Signature

4. The SSC reviewed the content requirements for school plans of program included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. The SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: October 19, 2016.


Attested:

William Neely


Typed Name of School Principal

Shannon Rinkenberger

Typed Name of SSC Chairperson



Signature of School Principal



Signature of SSC Chairperson

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