

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT UNIVERSITY CITY HIGH SCHOOL

2018-19

37-68338-3730314
CDS Code

This is a plan of actions to be taken 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:

Principal: Olivero, Jeff

Contact Person: Olivero, Jeff

Position: Principal

Telephone Number: (858) 457-3040

Address: 6949 Genesee Ave, University City High, San Diego, CA, 92122-2455,

E-mail Address: jolivero@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: UNIVERSITY CITY HS

SITE CONTACT PERSON: GAIL HALL

PHONE: 658-457-3040 FAX:

E-MAIL ADDRESS: ghall@sandi.net

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 1/30/18 3/20/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 1/30/18
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4-16-18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Jeff Owens
Type/Print Name of School Principal

[Signature]
Signature of School Principal

4-12-18
Date

GAIL HALL
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

4-10-18
Date

Lamont Jackson
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

4.20.18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The mission of University City High School is to educate students to become productive and responsible citizens and who are ready for college and career with 21st century learning skills. To achieve our goals, we emphasize meeting the academic, social, and personal needs of our students. The SPSA supports this mission by providing an academically challenging curriculum to all students from all populations, and developing specialized-academic instruction to help every student reach their full potential. Our student population is comprised of approximately **1845** students encompassing a variety of ethnic groups. 5% African American, 35% Hispanic, 38% Caucasian, 7% Filipino, 8% Asian, and 7% who identify themselves as mixed race. Our English Learner population numbers have remained consistent over the years the number represents 5.8% the school's student population. Our SPSA has many interventions for our Spanish speakers to help differentiate between the many different levels of language curriculum offered. Our focused areas of need are Math and English/Language Arts. We will provide small group instruction to students identified at grades 9-12 using the course Power Up. This intervention classes will take the place of an elective and is designed to partner peer mentors with students who need additional support. We will also provide students after school Math Academy support held on Mondays, Tuesdays and Thursdays. Teachers also have scheduled office hours for additional support for students. New English Learner students will be supported through offered an ESL block class designed to teach early reading and language skills. Our greatest challenge is narrowing the achievement gap for various student population groups (EL, Special Education, Hispanic and African American). Our SPSA is designed to meet the needs of our students through actively engaging parent and community involvement and strong Tier I and Tier II support systems.

SCHOOL VISION AND REALITY

I want the school to be a place where students, parents, and staff enjoy learning and working.

- A place where students are excited to come to school because they know they are surrounded by adults who care about them as learners and as people.
- A place where parents know the adults at the school care about their children and want the best for them.
- A place where staff feels appreciated by students and parents.
- A place where students feel encouraged and supported because they feel empowered- a feeling that anything is possible through hard work and determination.
- A place where parents know where and how to be educational partners.
- A place where staff members are encouraged to try new methods to reach "all" students.
- A place where students are being challenged to become 21st century learners and thinkers.
- A place where parents sacrifice (time/energy/finances) to provide their student optimal learning.
- A place where staff members seek out the latest teaching strategies and use this information to prepare students for the 21st century.

Current Reality

Enjoyable place to learn and work:

We have made great inroads in getting students connected to their school. The number of students participating in extracurricular activities has tripled over the last four years. We still need to find ways to connect more students to school and learning.

Parent involvement has also tripled as we have hired a Parent Liaison and she has greatly expanded the number of parents volunteering at the school. There is now a structure in place that allows our parents a way to be involved and connected. However, we still need to find ways to be more inclusive to involve all parents we serve. We have started holding some PTSA meetings at night and in southeast San Diego.

Staff members are increasing their visibility at student activities. Our students and parents are noticing that their teachers are watching them perform in extracurricular areas. At the recent WASC visitation, team members commented on how the students seem to appreciate the staff and vice versa. Staff morale has shifted with more liking the energy and direction of the school. However, there is still much work that needs to be done so that staff members do not work in isolation but in a team approach.

CORE AND SUPPLEMENTAL SUPPORTS

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

High School: 1:29.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site. Any assignment portion that is less than a 1.0 allocation is rounded up to the nearest 0.5 allocation.

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

2268 and Above

4

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic progress as measured through use of progress reporting grades, Advanced Placement scores, and SBAC results. We also closely monitor state level dashboard indicators for the school. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups (Instructional Council, School Site Governance Team, UC Cluster Team, PTSA, School Site Council) were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Meetings were held with all stakeholders. School Site Governance Team met to review and discuss student achievement results as well as how best to use the site funds to meet the needs of "all" students. The meeting was held on January 30, 2018 at 2:45 pm. The School Site Council also reviewed student data results and met on January 8, 2018 at 2:30 pm and on January 30, 2018 at 2:45 pm, to decide on how best to use site and categorical dollars to support the needs of students. All meetings were advertised via the school's website, as well as call outs to parents using School Messenger system.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Neira	Student
Gail Hall	Other School Representative
Jeff Olivero	Principal
Elizabeth Frohoff	Classroom Teacher
Andy Zafuto	Classroom Teacher
David Asuncion	Classroom Teacher
Heidi Martin	Parent
Michael	Student
Eden	Student
Donna Hoegler	Parent
Jenny Sutton	Parent
Stephen Sena	Classroom Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 88 % (approx. 385/435 11th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 77 % (approx. 14/18 11th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 27 % (approx. 5/18 11th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 91 % (approx. 21/23 11th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 52 % (approx. 15/25 11th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress Report Grades, SBAC scores, and pre and post SBAC practice tests.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze progress report grades (5 times during a year), pre (October) and post (April) SBAC practice assessments, and through use of Guaranteed Viable Curriculum Unit Assessments (during the school year).

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 69 % (approx. 300/435 11th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 50 % (approx. 9/18 11th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learner students

By June 2019, 33 % (approx. 6/18 11th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 52 % (approx. 12/23 11th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 16 % (approx. 4/25 11th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress Report Card Grades, SBAC results and Guaranteed Viable Curriculum Unit Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze progress report grades (5 times during a year), (April) SBAC practice assessment, and through use of Guaranteed Viable Curriculum Unit Assessments (during the school year).

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

CELDT and Grades

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

- By June 2019, 98.2 % (approx. 442/450 12th graders) will graduate.
- By June 2019, 96 % (approx. 432/450 12th graders) will earn at least 12 credits for the current school year.
- By June 2019, 94 % (approx. 410/435 11th graders) will earn at least 12 credits for the current school year.
- By June 2019, 96 % (approx. 425/480 10th graders) will earn at least 12 credits for the current school year.
- By June 2019, 92 % (approx. 440/475 9th graders) will earn at least 12 credits for the current school year.
- By June 2019, the number of students earning D-F grades in Math I will decrease by 5 % (approx. 15 students).
- By June 2019, the number of students earning D-F grades in Math II will decrease by 7 % (approx. 21 students).
- By June 2019, the number of students earning D-F grades in Math III will decrease by 4 % (approx. 14 students).

Closing the Gap SMART Goal (Optional for Elementary schools):

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Graduation data, A-G Completion Rate, Credits Earned from the Steps to Success

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments 2 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100 % (approx. 1845 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 92 % (approx. 1701/1845 families) will have access to ParentPortal to allow them to see student attendance, academic and citizenship progress in classes.

Targeted Population:

Title I parents and parents that do not live in the geographic attendance area will be provided at least one meeting in their communities.

What data did you use to form these goals?

By surveying parents and students we decide what programs we will bring to UCHS.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Parents will receive take home copies for progress/semester grades 6 times a school year. Information will be sent out to parents three times during the school year to give them access to ParentPortal to monitor student progress.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1):

- Class size all under 36 for greater teacher access
- Engage all teachers in school-wide professional reading to increase effective instructional strategies
- Implement SDAIE and QTEL strategies to improve achievement of English learners
- All departments and teachers will disaggregate data to support individual students, as well as significant subgroups
- Continue to align assessments and evaluation with literacy, ELD and math standards
- PLCs focus on improving instructional strategies
- Common assessments to determine degree of learning and for PLC discussions
- Share best practices that improve Mastery Teaching of standards
- Administer the PSAT to 10th grade students during the school day
- Use EOS and PSAT AP Potential data to increase student access to AP courses
- Implement new college and career pathway courses (Engineering and Computers)

Strategic Support (Tier 2)

- Targeted small group instruction will be used
- Establish Office Hours for students to get extra help from their teachers
- Provide after school tutoring through means of the Math Academy (3 days a week)
- Continue on-going RTI support of appropriate placement and in-class
- Counselor pull-out to talk with students and parents about how best to support student needs
- At least five early out intervention days where students can meet with teachers during the normal work day for teachers

Intensive Intervention (Tier 3)

- Provide a Power Up course to provide students daily tutoring and mentoring from successful peers

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Students are assigned 57 minute periods on M, T, Th and F. Students also are able to take a 7th period PE to allow them to stay in a college/career pathway

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

The ILT will monitor the use of instructional time to determine PLC strategies and number of PD days for teachers.

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<p>2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019): Routine data analysis pinpointing gaps in learning. Teachers will implement Tier I strategies. Tier II supports will also be put in place to allow students extra support outside the classroom.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<p>How will you monitor these strategies/activities? Department PLCs will review assessment data and grades for students to determine the intervention supports needed.</p>							
<p>3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019): There is a need to allow teachers an opportunity to work with each other in teams to develop common assessments and similar learning outcomes. Funds will be set aside for this purpose.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<p>How will you monitor these strategies/activities? ELA and math teachers will have formalized PLCs and will attend district sponsored capacity building trainings.</p>							
<p>4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019): Some students need alternative learning plans designed to allow them a means to make up late credit or work as a result of social/emotional needs. Use of an additional portion of a counselor will help to make sure there is ongoing communication between students in need, their parents and their teachers.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<p>How will you monitor these strategies/activities? Credit checks will happen for all students and students will be assigned summer school and credit recovery opportunities,</p>							
<p>5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019): Parental access to school involvement is great in the areas of booster clubs. Parents also are major contributors with regards to volunteering on campus. While we have tried to move some of the meetings to other parts of San Diego, we could still use more involvement from parents not living in the UC area.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<p>How will you monitor these strategies/activities? Signature sheets will be collected for the number of parents attending.</p>							

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: UCHS offers two periods of what is termed Power Up. The goal of Power Up is to match-up student mentors with student mentees so that they can get academic, social and emotional support in school. It is believed that with additional support, specifically from a peer perspective, students will stay on task, learn appropriate study skills, and apply necessary time management techniques. These strategies will help student earn higher grades, develop greater agency, and stay on track for graduation.</p> <p>Identified Need:: Depending on the grade level, around 7% of students at UCHS struggle and are at great risk of not graduating on time. These students have challenges with attending school daily, completing their homework, and earning high enough grades to meet graduation requirements.</p> <p>Target Group:: The ILT leadership team will monitor student data for Power Up students on progress reporting basis. Comparative data will be shared for how students were doing and how they are currently doing as a result of participation in the Power Up class. Teachers will also receive the names of students who are attending the after school math academy.</p> <p>Monitoring:: Student progress will be published and monitored. Teacher in the class will work to develop an accountability system for both the mentor and mentee in the class. Each is responsible for the success coming from their partnership.</p> <p>Personnel Responsible:: Administration, ILT, classroom teacher and Site Tech.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To increase access to grade level curriculum/standards and improved learning through the provision of supplemental academic supplies and improved communication between the school and home.</p> <p>Identified Need:: Identifying what classes and the appropriate level of class a student should be enrolled is critical. Allowing for time for the counselor to meet with a student and their parent is optimal. To help in communication, having a Spanish speaking staff member assist is also critical.</p> <p>Target Group:: New enrolled students.</p>

Monitoring:
Administration approval of instructional supplies requests based on the academic rationale provided, i.e., how will the expenditure support desired grade-level learning goals. And two, administration will monitoring the meetings held with students and parents with counselors.

Personnel Responsible:
Administration and classroom teachers

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Teachers need more time together to learn how best to implement 21st century thinking and learning. PLC opportunities will be provided to teachers and counseling for this purpose.

Identified Need:
Professional Development opportunities and collaboration amongst teachers to calibrate Common Core instruction and develop common formative and summative assessments to maximize student achievement according to desired outcomes.

Target Group:
All students, but particularly our special education, Hispanic and African American students.

Monitoring:
Monitoring of progress is conducted through the PLCs and regularly scheduled grade level collaboratives. Additional monitoring is conducted through the evaluation and observation processes by the school's ILT.

Personnel Responsible:
Administration, Lead and Classroom Teachers, ILT

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.5000	\$39,715.50	\$57,021.90	0355-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	04, LCFF 1	Counselor works with students in their caseload increasing the number of students to have access to a counselor.
Computer Asst	0.4003	\$9,770.52	\$19,601.45	0355-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	05, LCFF 1	Works to run a intervention computer lab and provides translation services for Spanish speaking parents.
Supplies		\$10,163.25	\$10,163.25	0355-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	Supplies for additional classroom support.

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Counselor Hrly		\$2,000.00	\$2,407.80	0355-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	04, LCFF 1	Funds to pay for counselors to come in before school starts to do a transcript review to make sure students are in summer school and in the appropriate classes for the next school year.
Classroom Teacher Hrly		\$3,000.00	\$3,611.70	0355-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	04, LCFF 1	Funds for teachers to work additional hours after school to work with at-risk students.
Non Clsrn Tchr Hrly		\$1,000.00	\$1,203.90	0355-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	04, LCFF 1	Funds for teachers to pay for after school math academy.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation
- F. WASC Recommendations

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
University City
Grade 11

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	414	86.0	373	81.0	445	83.6	-2.4	2.6	415	58.6	371	58.2	445	58.9	0.3	0.7
Female	195	87.7	170	83.5	228	89.5	1.8	6.0	198	59.1	169	56.2	228	59.2	0.1	3.0
Male	219	84.5	203	78.8	217	77.4	-7.1	-1.4	217	58.1	202	59.9	217	58.5	0.4	-1.4
African American	20	60.0	15	66.7	18	66.7	6.7	0.0	20	25.0	15	26.7	18	27.8	2.8	1.1
Asian	20	85.0	24	91.7	24	87.5	2.5	-4.2	22	72.7	26	61.5	25	80.0	7.3	18.5
Filipino	29	93.1	20	85.0	25	88.0	-5.1	3.0	28	71.4	20	50.0	25	72.0	0.6	22.0
Hispanic	136	75.0	141	64.5	130	67.7	-7.3	3.2	137	38.7	139	40.3	129	34.1	-4.6	-6.2
Indochinese	13	92.3	16	100.0	22	100.0	7.7	0.0	13	53.8	16	93.8	22	77.3	23.5	-16.5
Native American	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	1	-	-	-
White	164	94.5	130	93.1	177	91.0	-3.5	-2.1	163	74.2	128	73.4	178	69.7	-4.5	-3.7
Multiracial	29	96.6	27	92.6	47	93.6	-3.0	1.0	29	65.5	27	77.8	45	73.3	7.8	-4.5
English Learner	5	-	14	14.3	12	16.7	-	2.4	9	-	16	25.0	13	15.4	-	-9.6
English-Speaking	409	86.8	359	83.6	433	85.5	-1.3	1.9	406	59.6	355	59.7	432	60.2	0.6	0.5
Reclassified†	101	78.2	96	71.9	99	75.8	-2.4	3.9	100	40.0	95	49.5	100	48.0	8.0	-1.5
Initially Eng. Speaking	308	89.6	263	87.8	334	88.3	-1.3	0.5	306	66.0	260	63.5	332	63.9	-2.1	0.4
Econ. Disadv.*	174	77.6	181	72.9	170	72.4	-5.2	-0.5	176	41.5	181	45.9	171	40.4	-1.1	-5.5
Non-Econ. Disadv.	240	92.1	192	88.5	275	90.5	-1.6	2.0	239	71.1	190	70.0	274	70.4	-0.7	0.4
Gifted	194	94.8	142	97.2	217	93.5	-1.3	-3.7	193	80.8	140	82.1	216	75.5	-5.3	-6.6
Not Gifted	220	78.2	231	71.0	228	74.1	-4.1	3.1	222	39.2	231	43.7	229	43.2	4.0	-0.5
With Disabilities	21	42.9	24	12.5	26	42.3	-0.6	29.8	21	9.5	0	-	26	7.7	-1.8	-
WO Disabilities	393	88.3	349	85.7	419	86.2	-2.1	0.5	394	61.2	347	62.2	419	62.1	0.9	-0.1
Homeless	4	-	0	-	3	-	-	-	4	-	0	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	11	81.8	7	-	13	76.9	-4.9	-	11	54.5	6	-	13	38.5	-16.0	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

University City High School
TITLE I PARENT INVOLVEMENT POLICY
2018-2019

University City High School has developed a written Title I parental involvement policy with input from Title I parents. ***This policy development is the result of parent input and suggestions from a number of meetings. The meetings include: SSC meetings, PTSA meetings, ELAC meetings, Chat with the Principal and the back to school parent meetings facilitated by UCHS's ELST.***

Involvement of Parents in the Title I Program

The policy is disseminated to parents of Title I students at our Back to School Night and SSC meetings as well as posted on the site website.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. ***The annual meeting occurs during our Back-to School Night. The ongoing SSC meetings involving students, parents, staff and community members are at these meetings where they receive valuable Title I information and requirements.***
- The school offers a flexible number of meetings for Title I and all parents. ***UCHS offers meetings once a month with the SSC, SSGT, ELAC, PTSA, Chat with the Principal (mornings) and evening events that are at school and at other parts of San Diego in order to allow access to all parents with whom we serve.***
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. ***Parents participate in a number of programs at school including SSC, ELAC, PTSA, SSGT, WASC focus group, and evening and morning meetings with updates about Title I funding and school-wide funding that has implications for student academic success.***
- The school provides parents of Title I students with timely information about Title I programs. ***Monthly reports are provided to parents about Title I programs during the SSC, PTSA, ELAC, Chats with the Principal and other meetings held by our ELST. The information is posted on the UCHS website.***
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. ***Representatives from the UCHS's ILT provides progress checks in reference to student achievement results (including grade comparisons).***
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***Parents are invited to participate in the SSC, PTSA, ELAC, Principal Chats and additional parent workshops throughout the school year.***

The school has a yearly process (monthly SSC meetings) where updates and changes are made periodically. These meetings include adequate representation of parents with children who attend UCHS .

School-Parent Compact

UCHS distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The parent involvement policy is developed with the input and suggestions from an adequate representation of Title I parents with children during the SSC, ELAC, PTSA meetings as well as the evening meetings with counselors and the school's ELST.

Building Capacity for Involvement

UCHS engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *The school principal shares all academic, curriculum and assessment data with all stakeholders including Title I parents. This information is shared during number of meetings including the SSC, SSGT, ELAC, PTSA, WASC and Principal Chat meetings.*
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *UCHS's principal provides a number of parental trainings (via Principal Chats) throughout the school year highlighting curriculum and assessments used.*
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *UCHS educates all staff members at monthly staff meetings and professional development days with strategies to include parents as partners in the education process.*
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *UCHS has a Parent Liaison, ELST and a two staff members assigned to assist with Spanish translations. These key staff members support parents with school resources and as well as how best to get the information they are seeking.*

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

UCHS distributes concise information regarding Title I parent (SSC) meetings and other pertinent parent programs by flyers, the bulletin notices, Marquee, and e-blast, parent connect phone calls and web-based system.

- The school provides support for parental involvement activities requested by Title I parents.

UCHS has a Parent Liaison and ELST with a phone number and e-mail.

Accessibility

UCHS provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Information and school reports are provided in a format and language that parents understand.

UCHS provides all stakeholders including all of the above mentioned parents with opportunities to participate in all school related programs. The dates and times of the programs are distributed via the school website, phone messages, the Marquee and e-blasts

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

UNIVERSITY CITY HIGH SCHOOL
HOME/SCHOOL COMPACT 2018-2019

University City High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during the 2018-2019 school year.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

University City High School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
 - Develop innovative common core lessons to prepare students for 21st century thinking demands. The lessons challenge students to demonstrate the use of complex and rigorous thinking leading to greater knowledge and understanding.
 - Ensure EQUITY exists in classrooms and on campus for all students. Develop a classroom system that ensures not only access but equity for students.
 - Develop AGENCY in our students. Let students determine goals and outcomes for each grading period to establish the release of learning over to the student and the teacher be the facilitator.
 - Provide after school tutoring
 - Provide Intervention and Support on early out/late start Wednesdays six days.
- **Hold parent-teacher conferences as needed during which this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their child's progress.**
 - Progress Reports every six weeks
 - PowerSchool Parent
- **Provide parents reasonable access to staff.**
 - Teachers are available to meet before/after school and during prep periods.
 - Teachers are available via email and phone.
- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - Fall Back to School Night
 - Parent Updates via auto dialer
 - UCHS Website
 - PowerSchool Parent
 - Parent Volunteer Sign-up in registration packet
 - ELAC, PTSA, SSC, and SSGT

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

- Monitoring attendance and grades in Power Parent.
- Making sure that homework is completed.
- Monitoring the amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Access PowerSchool to monitor my progress.
- Access tutorial support when needed.
- Be in class daily and on time. Clear attendance for tardies and unexcused absences.

APPENDIX D**MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
University City High	09800	1157	Classroom Teacher Hrly			\$ 3,000.00
		1210	Counselor	School Counselor	0.5000	\$ 39,715.50
		1260	Counselor Hrly			\$ 2,000.00
		1957	Non Clsrm Tchr Hrly			\$ 1,000.00
		2231	Other Support Prsnl PARAS	Computer Asst	0.4003	\$ 9,770.52
		3000	Employee Benefits			\$ 28,360.73
		4301	Supplies			\$ 10,163.25
	09800 Total				0.9003	\$ 94,010.00

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: University City High School

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	SSC members felt the instructional bell schedule provides students the necessary minutes to learn. However, there is a desire to reduce instructional interruptions by having less modified bell schedules. There is a need to increase after school PE classes to allow students access to more elective classes. Meetings were also held to determine if a later start time for the school could help students. A committee has been established to review possible late school start times for 2019-20 academic year. The SSGT has requested the district allow the school to have late start days on Wednesdays next year. SSC members agreed that adding additional intervention days (Weds.) allows students a means to meet with their teachers to get extra help.
CLOSING THE ACHIEVEMENT GAP	SSC felt the Power Up (Oasis) class is a positive intervention for students. There continues, however, to be a greater need to support special education students and EL students. The SSC agrees that the school should expand the number of Power Up classes for 2018-19. Classes will be paired to the teachers instructing these classes.
PROFESSIONAL DEVELOPMENT	Early out days are helpful as they allow staff a means to collaborate and work with one another to look at student work, discuss student needs and develop specific actions to try to support student learning.
GRADUATION/PROMOTION	Students at UCHS tend to fair well with respect to graduation numbers. Each senior class has around a handful of students who do not meet the graduation expectations. It is felt the extra support and opportunities to make up classes during the summer and through online credit recovery is helping some students.
PARENT ENGAGEMENT	The monthly PTSA and Principal Chats, SSC and SSGT meetings, booster groups, volunteers, allow all stakeholders an opportunity to find greater engagement with the school. The school has a large participation rate among various parent groups.

APPENDIX F

WASC RECOMMENDATIONS



WASC
Self Study Report

Chapter Five
YEAR: 2018-19

School: University City High School

- Student Learner Outcomes:**
University City Students are:
1. **C**ontributors to the Community
 2. **C**ollaborative Citizens
 3. **E**ffective Communicators
 4. **iN**dependent Critical Thinkers
 5. **T**echnologically Skilled
 6. **S**tudents who Plan and Set Goals

SINGLE PLAN FOR STUDENT ACHIEVEMENT

WASC: Focus Group Identified Areas of Growth	SPSA Goal and UCCENTS	Schoolwide Actions	Means to Assess Completion	Reporting Timeline Responsible Person(s)
1. The UCHS staff will use systematic analysis of formative and summative data to evaluate, revise, refine and determine the effectiveness of	SPSA Goals: 1, 2, 3, 4 UCCENTS;	a. Core department teachers will work with course-alike colleagues to develop multiple assessments meant to determine the degree of student learning in	-75% of teachers will attend Illuminate training as evidenced by sign-in sheets and district confirmation	*Administration will provide and track opportunities to attend site and district trainings in Illuminate (2018-2019)



<p>instructional decisions and programs to ensure all students are performing at high levels.</p>	<p>4,5</p>	<p>their courses. Core departments will use department meeting time to compare data, determine the degree to which students are learning and guide their decisions about teaching and learning.</p> <p>b. As a cycle of continuous improvement, teachers will analyze the progress of students over a period of three years using SBAC, AP, PSAT/SAT, GVC scores and/or EPT scores available, in order to determine patterns of student achievement for the purpose of revising curriculum decisions and instructional practices.</p> <p>c. Core departments will implement at least two common assessment exams (GVC) created by the site and district. The results will be used to determine where reviewing and re-teaching is necessary for</p>	<p>-75% of teachers will create an assessment using Illuminate</p> <p>-At department PLCs, course-alike teachers will review/compare data from assessments created in Illuminate as evidenced by department meeting notes</p>	<p>*Department Chairpersons will provide printouts of Illuminate spreadsheets (2018-2019)</p> <p>*Department Chairs will provide written notes from meetings in which course-alike teachers reviewed data.</p>
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		<p>student learning.</p> <p>d. Student grade results in all content areas will be evaluated twice during the year to determine growth and/or areas of needed support.</p> <p>e. Ongoing analysis of reported grades for students in the OASIS program will reviewed to determine student success and necessary interventions if needed.</p> <p>f. Students will be encouraged to attend an after school Math Academy Program and student achievement (grades) will be reviewed to determine the level of success the support is offering students.</p> <p>g. Seniors will be given the “Steps for Success” student survey to determine the percentage of students who have</p>		
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		<p>mastered each step and how they are doing relative the State Dashboard indicators. The percentage scores will be used each year to determine whether UCHS is better preparing students for 21 Century demands (college/career readiness and success)</p>		
<p>2/4 The UCHS staff will develop, implement, review and revise instructional practices to close the achievement gaps identified between the sub populations while maintaining the current achievement levels of students scoring 800+ on the API (or 86 or higher for ELA standards exceeded or met, versus ELA standards not met or nearly met 14. Or 59 or higher for Math standards exceeded or met, versus Math standards not met or nearly met 41.)</p>	<p>SPSA Goals: 1, 2, 3, 4</p> <p>UCCENTS: 2,3,4,5,6</p>	<p>a. The UCHS staff will carve out release time (12 Department PD Days) on Weds. early out or late start days so that teachers can use this opportunity to meet with their colleagues and engage in PD to improve instructional practice.</p> <p>b. UCHS Administrators will use carved out release time (10 Days) on early-out Weds. to conduct all-staff PD.</p> <p>c. Six (6) content area teachers in math, English and science will share common prep so that they</p>	<p>-At department PLCs, course-alike teachers will review data and determine level of tier support needed as evidenced by department meeting notes</p> <p>-Committee results will be shared with staff at an end-of-year staff meeting</p> <p>-Rosters of students enrolled in the OASIS class will be provided to</p>	<p>*Department Chairs will provide written notes to administration from relevant meetings held with department members. Notes will include discussion points and next steps.</p> <p>*Administrator will make the PLC committee report an agenda item</p> <p>*OASIS teacher will submit rosters to administration each</p>



		<p>can increase their collaboration time to build common units and assessments.</p> <p>d. Two professional growth days will be scheduled using the carved out early release time on Weds. to allow teachers the opportunity to work individually or in collaboration around their personal growth area.</p> <p>e. The teacher evaluation system will be tailored to allow educators at the school to pursue their own professional/personal goals that will positively influence and impact teaching and learning.</p> <p>f. At the start of school, administrators will lead teachers through an exercise where staff members will review the school's Rubber Band Theory, and how this practice can influence a teacher's grading</p>	<p>staff notifying them of who is receiving additional support</p> <p>- Grades of students in OASIS will be emailed to staff twice a year</p> <p>-Daily email list of students will be sent to staff notifying them of the attendees of the lunch and after-school Academies</p> <p>-UC PALS advisors will</p>	<p>semester</p> <p>*OASIS teacher will share comparative grade results for students in the OASIS program</p> <p>*SSC will meet to review OASIS data results and use categorical funding to best meet the needs of students</p> <p>*Collection of attendance will be submitted to administration</p> <p>*UC PALS advisors will</p>
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		<p>system and how they use and count homework assignments as part of their grading policy. Teachers will turn in a copy of their course syllabus indicating their practice for how they are providing students multiple opportunities to demonstrate their learning.</p> <p>g. Students and staff will take an online workshop (survey questions and a series of video links) to increase awareness of Carol Dweck's Growth Mindset Approach to teaching and learning.</p> <p>h. UCHS Staff will structure six (6) early out intervention days where students will be able to meet with their teachers to review missing work, retake assessments, and have one-on-one time to go over missed concepts.</p>	<p>provide staff with updates regarding student outreach and support</p> <p>-IEPs are reviewed annually to determine college and career readiness</p> <p>-Notes from science department meetings and trainings will be collected</p> <p>-Rosters of students enrolled in the ELL classes will be reviewed by counselors, ELST and administrators</p>	<p>provide administration with notes of meetings and topics addressed</p> <p>*Vice principal in charge of Special Education will monitor</p> <p>*Science department Chair will submit notes to administrator</p> <p>*ELL teacher will submit rosters to administrator each semester</p>
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		<p>i. The PTSA/Principal Coffee, SSGT and SSC meetings will be used to define and explain to the community how well the school is doing with regards to achievement gains for all students.</p> <p>j. UCHS will continue to offer Saturday School classes designed as enrichment learning experiences for students. Students who attend will learn information not normally covered in most content area classes.</p> <p>k. In order to continue to work to close the achievement gap, counselors will place UCHS's most at risk students in a targeted intervention class (Power Up) which will provide both peer tutoring in core subjects and mentoring. Additional Power Up classes by</p>		
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		<p>level will be added for the 2018-19 academic year. Teachers will be paired to teach these classes having the same students in the Math I, II, III classes.</p> <p>I. New applied Special Education courses with specially designed curriculum will be used to enhance transitional skill building to prepare students for post high school.</p>		
<p>3. UCHS will provide the most rigorous course of study and timely academic interventions and/or support services for all students.</p>	<p>SPSA Goals: 1, 2, 3, 4, 5</p> <p>UCCENTS: 2,3,4,5,6</p>	<p>a. The district has implemented a UC/CSU a-g admission course requirements students 9-12. This means all students are required to take two years of a world language and pass the equivalent of second year Algebra.</p> <p>b. Students will take an online survey created by Equal Opportunity School (EOS) to determine supports and hurdles that stand in their way from</p>	<p>-Numbers and names of students on track for graduation will be reported each school year by counselors</p> <p>-The EOS program will provide annual data for examination by staff</p> <p>-Vice principal in charge of Master Schedule will</p>	<p>*Lists of students not on track will be given to administrator at the end of each school year</p> <p>*Administration will receive lists indicating the degree of growth for student populations</p> <p>*Administration will highlight class sizes and</p>



		<p>them taking Advanced Placement (AP) classes. The UCHS staff in turn will take an online EOS survey that will ask about students that they would recommend take an AP class. The results from these surveys will be used to identify 10th and 11th graders students who have never taking an AP class and convince them that the UCHS staff believes they can be successful and why it's important that they stretch their comfort zone by trying more rigorous courses.</p> <p>c. An Advanced Studies meeting will be held with identified first time AP takers to encourage them to consider taking an Honors, AP or community College Course. The meeting will be run by students who are currently in these courses that can speak first-hand for what</p>	<p>provide class size room for student movement when necessary</p> <p>-Rosters of students enrolled in the AVID classes will be provided to teachers so that the AVID coordinator can assist with achievement</p> <p>-Results from Steps to Success survey will be shared with staff annually</p> <p>-Agenda for parent meeting will be created by Honors /AP teachers</p>	<p>balances to SSGT members</p> <p>*AVID teachers will submit rosters to administrator each semester</p> <p>*Administrator will tally results and share with whole school at a staff meeting</p> <p>*Counselors will submit agenda to administrator prior to the meeting</p>
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		<p>kind of planning and effort is needed in the advanced studies courses at UCHS.</p> <p>d. An Advanced Studies meeting will be held with 10th and 11th grade students who earned high enough scores on their PSAT exams to warrant taking an AP course or an advanced studies course the following year. The meeting will be run by students who are currently in these courses that can speak first-hand for what kind of planning and effort is needed in the advanced studies courses at UCHS.</p> <p>e. A fall and spring meeting will be held at the Principal's Coffee to inform parents about AP and Honors expectations for success. A consistent message will be developed to inform students and parents about "a-g" requirements and expectations</p>	<p>-Teacher tutoring times will be posted on the website</p> <p>-Counselors will identify students they recommend to participate in the summer boot camp</p> <p>-Administration will seek funding and support for curriculum development and access for student participation</p> <p>-At department PLCs, course-alike teachers will review grade distributions as evidenced by department meeting notes</p> <p>-At department PLCs, course-alike teachers will</p>	<p>*Vice principal will ensure updates of days and times for tutoring</p> <p>*Counselors will share lists will staff</p> <p>*Administration will share results with staff regarding approval and names of participants</p> <p>*The administration will provide spreadsheets with grades distributions by subject area.</p> <p>*Notes will be collected by administrators from</p>
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		<p>for Honors and Advanced Placement course offerings.</p> <p>f. UCHS will create a schedule that includes all teachers' tutoring times in order that students and parents will know where and when they can obtain assistance outside of the regular classroom hours.</p>	<p>submit notes to their department chairs regarding learned outcome</p>	<p>department chairpersons</p> <p>*UCHS's Instructional Leadership Team (ILT) will meet twice a year and review department data and determine how best to deal with discrepancies</p>
<p>5. UCHS will continue to develop, implement and, as needed, revise, the curriculum related to the Common Core Standards including instruction and assessment related components to ensure the achievement of all students.</p>	<p>SPSA Goals: 1, 2, 3</p> <p>UCCENTS: 2,3,4,5,6</p>	<p>a. Department Professional Learning Communities (PLCs) will create lessons and units tied to the Common Core standards which will prepare students for skills needed in the 21st Century.</p> <p>b. Capacity Builder lead teachers in ELA, math, science and social studies will attend a series of district-lead PD designed to introduce Marzano's Critical Concepts (skills) for Common Core standards. Lead teachers in turn will share this information</p>	<p>-75% of teachers will attend at least one training (relevant to their needs) per semester as evidenced by sign-in sheets and district confirmation</p>	<p>*Administration will provide and track opportunities to attend site and district trainings in Common Core and technology (2016-2018)</p> <p>*The UCHS administration will provide release time for staff in order that they might attend PD opportunities with regards to curriculum and instruction (including Common Core and i21/technology training) provided by the school, District and/or County.</p>



		<p>at their department PLCs.</p> <p>c. In core subject areas, departments will create relevant assignments and assessments that will better prepare students for the new Common Core State Standards by incorporating reading and writing across the curriculum.</p> <p>d. Students will be introduced to Marzano’s Critical Concepts so that they can begin to measure their own skill development in these areas.</p> <p>e. PTSA and Principal’s Chat meetings will be used to explain and show how Marzano’s Critical Concepts are being implemented at UCHS in the classroom.</p>	<p>-Notes and minutes from Department meetings will be collected by Department Chairs</p> <p>-Teachers or course-alike teams will submit articles and or assignments to Department Chairs</p> <p>-Notes and minutes from Department meetings will be collected by Department Chairs</p>	<p>*Department Chairs will provide administration with written notes/handouts regarding PDs</p> <p>*Department chairs will submit Common Core assignments to administration</p> <p>*Department Chairs will provide administration with notes/minutes</p>

