THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SCRIPPS RANCH HIGH SCHOOL

2016-17

37-68338-3730884
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: Menna, Ann
Contact Person: Menna, Ann
Position: Principal
Telephone Number: 858/621-9020;
Address: 10410 Treena St, Scripps Ranch High, San Diego, CA, 92131-1126,
E-mail Address: amenna@sandi.net

The following items are included:
- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 28, 2016

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

2016-2017 Single Plan for Student Achievement
Recommendations and Assurances

School Name: Scripps Ranch High School
Site Contact Person: Ann Menna
Phone: 858-621-9020    Fax: 858-621-0646    E-mail Address: amenna@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):
- Title I Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1   Y2   Y3   Y4   Y5   Y5+

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 presentation to SSC:
- English Learner Advisory Committee (ELAC)  Date of presentation: 11/10/2015
- Community Advisory Committee for Special Education Programs (CAC)
- Gifted and Talented Education Program Advisory Committee (GATE)
- Site Governance Team (SGT)
- Other (list): ILT/Staff/Foundation  Date of presentation: 2/1/2016 & 2/8/2016

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: 4/12/2016

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.

Ann Menna
Type/Print Name of School Principal  Signature of School Principal  4/12/16  Date

Gloria Tran
Type/Print Name of SSC Chairperson  Signature of SSC Chairperson  4/12/16  Date

Fabiola Bagula
Type/Print Name of Area Superintendent  Signature of Area Superintendent  4/22/16  Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

Updated 01.14.16mj8
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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

**INTRODUCTION**
The mission of Scripps Ranch High School is to provide a quality education in a healthy, safe and positive environment. The school hosts a wide variety of programs outside the CORE subject areas in order for students to have the opportunities to become well rounded individuals and to further enhance their educational experience. Staff is highly trained and knowledgeable. All stakeholder groups are included in the various aspects of this high achieving school in order that all students may be academically successful. The site SPSA is used to review and evaluate curriculum areas, graduation rates and parent involvement.

**SCHOOL VISION AND REALITY**
The vision for SRHS is to provide all students with 21st century learning using Common Core Standards with a focus on the 4-C’s: Collaboration, Communication, Critical Thinking and Creativity. The ideal state for school culture is to have a school where students/staff and community treat each other with respect and dignity. The ideal state for academic press would include students being pushed to a higher level with instruction that encourages them to think differently, on a mature level and enjoying what they are doing.

The current reality is that about 90% of our students are provided with outstanding instruction and leadership. Our culture and social environment currently is that about 90% of staff/students and community are treated with dignity and respect. Our current reality involving academic press is that 90% of the staff engage students in higher level thinking.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**
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

<table>
<thead>
<tr>
<th>Enrollment Range</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-592</td>
<td>1 day per week</td>
</tr>
<tr>
<td>593-1,185</td>
<td>2 days per week</td>
</tr>
<tr>
<td>1,186-1,774</td>
<td>3 days per week</td>
</tr>
<tr>
<td>1,775-2,366</td>
<td>4 days per week</td>
</tr>
<tr>
<td>2,367 and above</td>
<td>5 days per week</td>
</tr>
</tbody>
</table>
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. Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. High School = 4 days for each counselor. High School counselor ratio is 1:459.

HEALTH TECHNICIAN
Allocation is based on projected enrollment and managed centrally.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Days Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-374</td>
<td>1</td>
</tr>
<tr>
<td>375-1511</td>
<td>2</td>
</tr>
<tr>
<td>1512-2267</td>
<td>3</td>
</tr>
<tr>
<td>2268 and Above</td>
<td>4</td>
</tr>
</tbody>
</table>

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 API and AYP growth targets. 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 were consulted during the SPSA development process as documented on the Recommendations and Assurances page.
# School Site Council Membership

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsee Diaz</td>
<td>SRHS Student</td>
</tr>
<tr>
<td>Heather Leigh Francisco</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Arbelena Jackob</td>
<td>SRHS Student</td>
</tr>
<tr>
<td>Flynn Steele</td>
<td>SRHS Student</td>
</tr>
<tr>
<td>Mary Hagadone</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Shannon Toyzan</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Tamara Hurley</td>
<td>Parent/Community Member</td>
</tr>
<tr>
<td>Alex Blackwelder</td>
<td>Classroom Teacher/SSC Co-Chair</td>
</tr>
<tr>
<td>Gloria Tran</td>
<td>Parent/Community member/SSC Chair</td>
</tr>
<tr>
<td>Ann Menna</td>
<td>Principal</td>
</tr>
<tr>
<td>Donna Sawvelle</td>
<td>Other School Representative</td>
</tr>
<tr>
<td>Jacqueline Reza</td>
<td>Parent/Community Member</td>
</tr>
</tbody>
</table>

SPSA Template Revised 3/28/2016
SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/14/2017, 68 % of Scripps Ranch High Students will meet or exceed proficiency level in SBAC

Closing the Gap SMART Goal:
* What are the goals for our at-risk populations? English Learners, SPED, Latino, African American

The goals for the aforementioned populations are the same as the increased achievement for the entire population. In place, to assist in achieving this goal, are the following:
- A new support course
- Recently adopted literacy materials
- Grad coach – dual credential

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

**Other Assessments (Please Specify):** Prescribed systems of note taking (Cornell notes, for example), Essay writing (including prewriting, post review and peer review), Socratic seminar, vocabulary.

Development strategies, graphic organizers, oral presentations, key reading comprehension strategies, reading assessments (quizzes, objective book tests).<ref>

**Progress and Growth Monitoring:**
- **What common instructional strategies** are used in the classroom? Include how your department is incorporating technology

Student centered projects, Pair-share and small group discussion, direct instruction (lecture), oral presentations and communication strategies, active listening strategies, outlining, online submission databases (repository and grading tool), TED Talks, pre-writing, pre-reading fluency strategies for development, web quests and only research, digital (DVD, youtube.com, etc.) biographies

**What intervention strategies** are in place to support students who are struggling?
Office hours, peer tutoring, one on one development of “action plan”, PowerSchool (online access for students and parents), remediation and re-teaching, direct parent contact.
**Mathematics SMART Goal:**
* By 06/14/2017, 75% of Scripps Ranch High Grade 11, Students will perform at or exceed proficiency level in SBAC.
* By 06/14/2017, 60% of Scripps Ranch High School students will score 60% or higher in the District Benchmark assessments.

**Closing the Gap SMART Goal:**
* By 06/14/2017, 45% of Scripps Ranch High School English Learners, Students will perform at or exceed proficiency level in SBAC.
* By 06/14/2017, 45% of Scripps Ranch High School SPED, Students will perform at or exceed proficiency level in SBAC.
* By 06/14/2017, 45% of Scripps Ranch High School Latino, Students will perform at or exceed proficiency level in SBAC.
* By 06/14/2017, 45% of Scripps Ranch High School African American, Students will perform at or exceed proficiency level in SBAC.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

<table>
<thead>
<tr>
<th>API</th>
<th>AYP</th>
<th>CAHSEE</th>
<th>CELDT</th>
<th>Other</th>
<th>Interim Assessments</th>
<th>End-Of-Course Exams</th>
<th>SBAC</th>
<th>DRA2</th>
</tr>
</thead>
</table>

**Other Assessments (Please Specify):** Site used 2015 SBAC results, district benchmarks, and individual classrooms’ exit-slips, unit tests and quizzes. In addition, each course used site developed common assessments and the MDTP tests developed by UCSD to monitor student learning.

**Progress and Growth Monitoring:**
Teachers will plan student-centered lessons that provide opportunities for students to work independently and collaboratively with others to explore patterns and find solutions in various math tasks. In addition, students will also be given opportunities to conduct student discourse to share strategies and critique one another. Acting as facilitators, teachers ask questions to deepen student understanding and make connections among approaches. Besides graphing calculators, online tools like Desmos, GeoGebra, Kahoot will be incorporated into lessons to enhance the learning process.

The following intervention strategies will be in place to support struggling students: Individualized assistance in class; pairing up struggling students with more capable and supportive classmates, tutoring at lunch and/or after school, site peer tutoring twice a week, and a credit recovery program after school. 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 into four learning cycles, each cycle building student capability around this goal. The cycles are:

- **Cycle 1 (August-November)** - How do we develop an academic, social and physical environment worthy of our children?
- **Cycle 2 (November –February)** – How do we create classrooms that are alive with collaborative conversations?
- **Cycle 3 (February-April)** - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
- **Cycle 4 (April-June)** - How do we develop students that can take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data to monitor student progress toward goals. Analysis results in responsive instruction.
Area 3: English Learner

English Learner SMART Goal:
* By 06/14/2017, 45% of Scripps Ranch High Grade 11, English Learner, Students will score at proficient or better in SBAC

All English Learner students must be provided the opportunity to meet state content standards at grade level. Analysis of student achievement data indicates the need to support English Learners in English Language Arts and math performance. Given the following supports, we expect an increase in the percentage of EL students (grade 11) reaching proficiency to levels 3 & 4 on the SBAC.

What data did you use to form these goals?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ Other ☒ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☐ DRA2

Other Assessments (Please Specify): Site will use prescribed systems of note taking (Cornell notes, for example), essay writing (including prewriting, post review and peer review), Socratic seminar, vocabulary development strategies, graphic organizers, oral presentations, key reading comprehension strategies, and reading assessments (quizzes, objective book tests).

Progress and Growth Monitoring:

English learner students will be placed in mainstreamed classes. The EL coordinator will monitor progress of students using data and communicate with teachers regarding their progress. Students that require more support in writing, reading and speaking will be placed in an Academic Language Development class where more English support will be given.

The department interventions strategies will incorporate office hours, peer tutoring, one on one development of “action plan”, PowerSchool (online access for students and parents), remediation and re-teaching, and direct parent contact.

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 into four learning cycles, each cycle building student capability around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Cycle 3 (February-April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April-June) - How do we develop students that can take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress towards these goals. Analysis results in responsive instruction.
Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
*By 06/14/2017, 98% of Scripps Ranch High Students will complete the graduation requirements and will be eligible to earn a diploma.

Closing the Gap SMART Goal:
*By 06/14/2017, there will be a 5% increase in Graduation/Promotion Rate of Scripps Ranch High Black or African American, Hispanic or Latino, English Learner, Special Education.
*By July 2016, at least 98% of all 12th grade students will have completed the required courses needed for graduation.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- API
- AYP
- CAHSEE
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams
- SBAC
- DRA2

Other Assessments (Please Specify): Site created and administered common assessments such as SBAC.

Progress and Growth Monitoring:
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. The cycles are:

- **Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?
- **Cycle 2** (November-February) - How do we create classrooms that are alive with collaborative conversations?
- **Cycle 3** (February-April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
- **Cycle 4** (April-June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).
<table>
<thead>
<tr>
<th>Area 5: Parent Involvement and Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Involvement and Community Engagement SMART Goal:</td>
</tr>
<tr>
<td>* By 06/14/2017, 100% of Scripps Ranch High Parents/Guardians will receive information on child needs to meet expectations in Grade level assessment</td>
</tr>
</tbody>
</table>

**Targeted Population:**
- The parents of our non-resident students (who ride the bus to school) have the most difficult time attending functions held at the school. The majority of our English Learners and Economically Disadvantaged students attend Scripps Ranch High School under the designated PISC or VEEP programs.

**What data did you use to form these goals?:**
There is a need to maintain a high level of parent involvement and community engagement. Specific data is not available relative to this goal; however, we continue to analyze the effectiveness of communication avenues used in informing our parents and community about student progress, upcoming school events, and community events via our school website, Falcon Flash, School Messenger, US mail and Power School. Teachers will continue to maintain their websites which provide academic information. The school will continue to provide opportunities for parents to be involved in such as our School Site Council, SRHS Foundation, Site Governance Team, District Advisory Council, Kick-Off, Fall Open House and English Learner Council. We continue to ensure parents attend teacher/parent conferences, IEP meetings, 504 meetings, SST meetings, College Nights, and other events to promote the continual monitoring of their students’ progress and to ensure academic success. The school website is used to post information for parent access regarding the standards and curriculum in each content area.

**Progress and Growth Monitoring:** Parent sign in sheets
### Area 6: Additional Site Identified Area (Optional)

All curriculum areas/departments have created a SMART goal to support student achievement. Goals incorporated WASC recommendations and includes supports and manner of assessment and evaluation. School focus is to be all inclusive or all areas of curriculum and instruction to continue a broad based educational program for all students. Site SSC will use SPSA goals for all areas to continue to focus and direct resources to continue academic achievement.

### Other Assessments (Please Specify): Curriculum areas created formative assessments in order to evaluate student achievement.

### Progress and Growth Monitoring: Curriculum areas have determined evaluation progress and growth monitoring that is consistent with the goals for English Language Arts, Mathematics and English Learners.
Scripps Ranch High: SINGLE PLAN FOR STUDENT ACHIEVEMENT

Subject Area: CCTE

SMART Goal:
* By 06/14/2017, 85% of Scripps Ranch High School students will pass CCTE Courses with an A or B grade. Courses will integrate core standards and industry competencies with real-world applications that prepare student for success.

Closing the Gap SMART Goal:
* By 06/14/2017, 70% of Scripps Ranch High School English Learner students will pass CCTE Courses with an A or B grade.
* By 06/14/2017, 40% of Scripps Ranch High School SPED students will pass CCTE Courses with an A or B grade.
* By 06/14/2017, 75% of Scripps Ranch High School Latino and African American students will pass CCTE Courses with an A or B grade.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API ☑ AYP ☐ CELDT ☑ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify): Site will use formative tests and quizzes, project based learning assessments and industry internships.

Progress and Growth Monitoring:
What intervention strategies are in place to support students who are struggling?

The CCTE department will have programs of study that provide four key elements to ensure student success: Integrated CORE academic curriculum, Integrated CORE technical curriculum, Project /work based learning and student support services. Student projects will incorporate various technologies: PowerPoint, web design, video production, software applications, etc. Students will collaborate on project based learning activities. Teachers will provide time during school for student collaboration and after school to support struggling students.

Cycle 1 (August-November) CCTE department will meet to discuss implementation strategies for achieving SMART Goal.
Cycle 2 (November –February) Teachers will incorporate instructional strategies discussed in the August – November meeting into the curriculum.
Cycle 3 (February-April) Teachers will assign project based lessons that integrate academic curriculum with technical curriculum.
Cycle 4 (April-June) CCTE department will evaluate the strategies used to achieve the SMART Goals.
**Scripps Ranch High: SINGLE PLAN FOR STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>Subject Area: History</th>
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</thead>
<tbody>
<tr>
<td><strong>SMART Goal:</strong></td>
</tr>
<tr>
<td>* By 06/14/2017, 70% of Scripps Ranch High School students will write an article about a historical event that meets proficiency requirements for the department Common Core writing rubric for writing informative/explanatory texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing the Gap SMART Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* By 06/14/2017, 70% of Scripps Ranch High School English Learners, SPED, Latino and African American students will write an article about a historical event that meets proficiency requirements for the department Common Core writing rubric for writing informative/explanatory texts.</td>
</tr>
</tbody>
</table>

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- [ ] API
- [ ] AYP
- [ ] CELDT
- [ ] Other
- [x] Interim Assessments
- [ ] End-Of-Course Exams

**Other Assessments (Please Specify):** Site will use writing rubrics and Turnitin.com to assess writing.

**Progress and Growth Monitoring:**
- **What common instructional strategies** are used in the classroom? Include how your department is incorporating technology
- **What intervention strategies** are in place to support students who are struggling?

The history department will collaborate with English teachers to develop a common writing process aligned to Common Core. The writing process will incorporate graphic organizers, writing rubrics, peer editing and extra support through tutoring.

**Cycle 1 (August-November)** – Students will develop a student interest inventory on historical topics
**Cycle 2 (November – February)** - Students will conduct peer editing of essays and articles.
**Cycle 3 (February-April)** – Students will utilize technology for computer based historical research
**Cycle 4 (April-June)** – Students will work on real world projects like the creation of a bill/law, promotion for organizational change, etc.
**Scripps Ranch High: SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Subject Area:** Physical Education

**SMART Goal:**

* By 06/14/2017, 70% of Scripps Ranch High School students will pass 5 of 6 proficiencies of the FitnessGram (freshman P.E.) *(Example 1: score proficient on English Smarter Balance exams.  Example 2: Pass the course with an A, B, or C)*

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- API
- AYP
- CELDT  ✔️ Other
- Interim Assessments
- End-Of-Course Exams

**Other Assessments (Please Specify):**
Practicing Physical test every six weeks on components of the FitnessGram; circuit training that include the FitnessGram stations. Ensure students have a clear understanding of expectations and are provided timely feedback regarding their progress and next steps that will move them toward proficiency after each practice test.

**Progress and Growth Monitoring:**

- **What common instructional strategies** are used in the classroom? Include how your department is incorporating technology
- **What intervention strategies** are in place to support students who are struggling?

Collaborate within the department to ensure all teachers have a common understanding of fitness proficiency. Ensure students participate in activities that are directly aligned with the FitnessGram; log student performance each six week grading period and analyze results within department - share with students; utilize the 7-minute workout challenge to support students as they self-monitor progress; utilize pedometers to allow students to track distance and pace – teach students how the statistics allows them to better compare different workouts and chart individual improvement; utilize the computer lab to support students as they develop their fitness plan tailored to their individual fitness needs/goals.

- **Cycle 1** (August-November) Monitor progress and administer practice test; administer assessment to students that did not meet proficiency in the previous spring testing period
- **Cycle 2** (November-February) Monitor progress and administer practice test
- **Cycle 3** (February-April) Administer FitnessGram
- **Cycle 4** (April-June) Review test scores with teachers and students
### Scripps Ranch High: SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Subject Area:** Science

**SMART Goal:**
* By 06/14/2017, 85% of Scripps Ranch High School students will perform at or exceed proficiency in conducting laboratory work where students utilize content specific concepts and data to explain and support lab results.

**Closing the Gap SMART Goal:**
* By 06/14/2017, 85% of Scripps Ranch High School English Learners, SPED, Latino and African American students will perform at or exceed proficiency in conducting laboratory work where students utilize content specific concepts and data to explain and support lab results. SPED students will receive appropriate supplemental assistance with the help of co-teachers and SEA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

<table>
<thead>
<tr>
<th>API</th>
<th>AYP</th>
<th>CELDT</th>
<th>X Other</th>
<th>Interim Assessments</th>
<th>End-Of-Course Exams</th>
</tr>
</thead>
</table>

**Other Assessments (Please Specify):**

Site will use questioning throughout labs to check for understanding. Circulating the room to engage with students one-to-one. Assigning, collecting and correcting student work to help identify gaps in student knowledge and understanding. The site will review student data regularly to adjust instruction as needed. Growth will be measured by students demonstrating their ability to conduct and explain laboratory work, verbally or in writing.

**Progress and Growth Monitoring:**

- **What common instructional strategies** are used in the classroom? Include how your department is incorporating technology
- **What intervention strategies** are in place to support students who are struggling?

Laboratory work will be supported by the use of modeling, setting of clear expectations, continuing feedback, demonstrations, embracing diversity, positive attitude, reviewing safety, monitoring progress including positively rewarding progression towards goals, and communication. Instruction will be modified and scaffolded when appropriate and supplemental assistance will be provided by co-teachers and SEA’s.

**Cycle 1 (August-November)** - Students will be introduced to laboratory work, expectations and goals will be set and modeled in a safe and welcoming environment.

**Cycle 2 (November – February)** - Students will be given corrective and positive feedback in their laboratory work.

**Cycle 3 (February-April)** - Students will begin to independently perform laboratory work continually receiving feedback.

**Cycle 4 (April-June)** - Students will be able to utilize their understanding of content specific concepts to explain their laboratory results.
**Scripps Ranch High: SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Subject Area:** SPED

**SMART Goal:**
*By 06/14/2017, 35% of Scripps Ranch High School students with an Individualized Education Plan (IEP), will take a leadership role in the development of the IEP and be a proactive member of the IEP team.*

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- [ ] API
- [ ] AYP
- [ ] CELDT
- [x] Other
- [ ] Interim Assessments
- [ ] End-Of-Course Exams

**Other Assessments (Please Specify):**
- **What assessment strategies** are used to monitor student learning?
  - Site will use a Pre-test “I am the Individual in my IEP” and a Post IEP meeting reflection paperwork

**Progress and Growth Monitoring:**

In order for special education students to take a leadership role in the IEP process, the SPED department will incorporate: frequent checks for understanding of the IEP, provide students with direct instruction of their IEP accommodations, and role play the IEP meeting with the student. Students will be directed to research their own disability and take part in their own transition planning. Teachers will differentiate student involvement in the IEP based on the student’s ability levels. Graphic organizers, positive reinforcements and extra job based instruction will be provided as needed to support students understanding of the IEP.

- Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?
- Cycle 2 (November-February) – How do we create classrooms that are alive with collaborative conversations?
- Cycle 3 (February-April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
- Cycle 4 (April-June) - How do we develop students that can take an active stance in their won learning and the learning of others?
## Scripps Ranch High: SINGLE PLAN FOR STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Subject Area:</th>
<th>VAPA</th>
</tr>
</thead>
</table>

### SMART Goal:
* By 06/14/2017, 25% of Scripps Ranch High School students will take an active role in student performances and/or exhibitions.

### Closing the Gap SMART Goal:
Use of recruitment, increased exposure of visual and performing arts programs through community newsletters, social media and school publications. (dance, music drama, multimedia)

### WHAT DATA DID YOU USE TO FORM THESE GOALS?
- API
- AYP
- CELDT
- Other
- Interim Assessments
- End-Of-Course Exams

### Other Assessments (Please Specify):
Site will use student performances and exhibitions

### Progress and Growth Monitoring:
Teachers will plan student centered lessons that provide opportunities for students to lead activities, and provide input on performances and exhibitions. Students who are struggling will meet with the teacher to discuss potential interventions and accommodations.

Cycle 1 (August-November) – Students will become involved in school productions, and participate in cross curricular events (sports, welcome night)
Cycle 2 (November-February) – Students will be involved in team building, creating activities and planning events/performances.
Cycle 3 (February-April) – Teachers will assess students and provide support to allow them to shine. Students will have the opportunity to demonstrate their crafts through performance and exhibitions.
Cycle 4 (April-June) – Students will reflect on performances/exhibitions, public feedback, and end of year social and academic functions.
Scripps Ranch High: SINGLE PLAN FOR STUDENT ACHIEVEMENT

Subject Area: World Languages

SMART Goal:
By 06/14/2017, 80% of Scripps Ranch High School students will pass a year-long language course with an A, B, or C. Language courses include Spanish, French, ASL, and Japanese. Levels include 1-2 (1st year), 3-4 (2nd year), 5-6 (3rd year), and AP Spanish Language and Culture.

Closing the Gap SMART Goal:
By 06/14/2017, 70% of Scripps Ranch High Black or African American students will pass a year-long language course with an A, B, or C.
By 06/14/2017, 70% of Scripps Ranch High Hispanic or Latino students will pass a year-long language course with an A, B, or C.
By 06/14/2017, 70% of Scripps Ranch High English Language Learner (ELL) students will pass a year-long language course with an A, B, or C.
By 06/14/2017, 70% of Scripps Ranch High Special Education students will pass a year-long language course with an A, B, or C.

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ API ☐ AYP ☐ CELDT ☐ Other ☒ Interim Assessments ☒ End-Of-Course Exams

Other Assessments (Please Specify):
Site created and administered assessments aligned with American Council on the Teaching of Foreign Languages (ACTFL) National Standards, including both formative and summative assessments such as End-of-Course Exams.

Progress and Growth Monitoring:

Intervention strategies include class sets of textbooks as well as individually student-issued textbooks to be used at home (Spanish, French, ASL). Bus transportation is available for students seeking peer and faculty tutoring. Peer tutoring is available on Mondays, Tuesdays, and Fridays, and faculty tutoring available by request at lunch and after school. 21st technology is available in all World Language classrooms and is used in a variety of instructional strategies, including online enrichment and drill practice with Duolingo, reading comprehension practice through the use of authentic materials, faculty websites, online collaborative software such as Office 365, review of content through classzone.com and Quizlet.

Common instructional strategies include comprehensible input, anticipatory sets, Total Physical Response with Storytelling (TPRS), modeling, authentic materials, role plays, direct and indirect communicative instruction, drill and think-pair-share activities, games, songs, dance, research projects on cultures and countries, global issues discussion, situation cards, presentations, and a variety of oral and written performance assessments. AP Spanish also features seminar discussions in the target language.

Cycle 1 (August-November) Creating a safe classroom environment, community-building exercises, vocabulary building, usage of commonly-used phrases, activation of prior knowledge
Cycle 2 (November –February) Interpretation (reading and listening) exercises, sentence scaffolding, continued vocabulary mappings/development, use of graphic organizers, presentation of realia, and short, focused presentations
Cycle 3 (February-April) Skit writing and performance, free response, personal reactions, letter writing, and extended reading/speaking/listening/writing/viewing exercises
Cycle 4 (April-June) Synthesis of previously learned content, oral/signed presentations, research projects, capstone projects, End-Of-Course Exams.
### BUDGET: Resources Aligned to Area Goals

**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1):
- Offer after-school study skills and tutoring opportunities for all students to support academic achievement.
- Offer Extended Day Classes in Math, English and Science in the fall and spring for students receiving a grade of D or F
- Evaluate student work through consistent evaluation by CORE Subject area staff.
- Engage all teachers in school-wide professional development to increase effective instructional strategies.
- Continue to support English learners with a lower class size ratio.
- Continue to focus supports and interventions through Embedded Support.
- 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.
- Continue development of timelines from which the standards will be taught.
- Create Problem Based Learning (PBL) projects for standards-based lessons.
- Share standards-aligned materials that have been used successfully to teach and re-teach the standards.
- Analyze data to guide instruction and disaggregated assessment data to modify and pace instruction.
- Share best practices that improve Mastery Teaching of standards.
- Continue implementation of the math frameworks.
- Continue to focus and develop the elements of an advisory support through English 1-2 and English 3-4 courses.
- Provide test prep support for students to take the PSAT and SAT.
- Administer the PSAT to 10th grade students during the school day.
- Administer the Naviance career assessment to 11th grade students.
- Increase the number of students participating in AP and AVID courses.

**Strategic Support (Tier 2)**
- Targeted small group instruction will be used.
- Provide increased after-school educational opportunities for under-performing students.

**Intensive Intervention (Tier 3)**
- Create a 9th grade alternative support program for incoming students who score significantly below grade level.
- Create content area extended day support classes.
1. **Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):**

All English Learner students must be provided the opportunity to meet state content standards at grade level. Analysis of student achievement data indicates the need to support English Learners in English Language Arts and math performance. Given the following supports, we expect an increase in the percentage of EL students (grade 11) reaching proficiency to levels 3 & 4 on the SBAC. Site will use prescribed systems of note taking (Cornell notes, for example), essay writing (including prewriting, post review and peer review), Socratic seminar, vocabulary development strategies, graphic organizers, oral presentations, key reading comprehension strategies, and reading assessments (quizzes, objective book tests).

English learner students will be placed in mainstreamed classes. The EL coordinator will monitor progress of students using data and communicate with teachers regarding their progress. Students that require more support in writing, reading and speaking will be placed in an Academic Language Development class where more English support will be given.

Teachers will plan student-centered lessons that provide opportunities for students to work independently and collaboratively with others to explore patterns and find solutions in various math tasks. In addition, students will also be given opportunities to conduct student discourse to share strategies and critique one another. Acting as facilitators, teachers will ask questions to deepen student understanding and make connections among approaches. Besides graphing calculators, online tools like Desmos, GeoGebra, Kahoot will be incorporated into lessons to enhance the learning process. The following intervention strategies will be in place to support struggling students: Individualized assistance in class; pairing up struggling students with more capable and supportive classmates, tutoring at lunch and/or after school, site peer tutoring twice a week, and a credit recovery program after school.

The department interventions strategies will incorporate office hours, peer tutoring, one on one development of “action plan”, PowerSchool (online access for students and parents), remediation and re-teaching, and direct parent contact.

**How will you monitor these strategies/activities?:**

The EL coordinator will monitor progress of students using data and communicate with teachers regarding their progress. Students that require more support in writing, reading and speaking will be placed in an Academic Language Development class where more English support will be given. Staff will use SBAC results, district benchmarks, and individual classrooms’ exit-slips, unit tests and quizzes. In addition, each course used site developed common assessments and the MDTP tests developed by UCSD to monitor student learning.
2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):
The EL coordinator will monitor progress of students using data and communicate with teachers regarding their progress. Students that require more support in writing, reading and speaking will be placed in an Academic Language Development class where more English support will be given. Math intervention strategies will be in place to support struggling students: Individualized assistance in class; pairing up struggling students with more capable and supportive classmates, tutoring at lunch and/or after school, site peer tutoring twice a week, and a credit recovery program after school. The department interventions strategies will incorporate office hours, peer tutoring, one on one development of “action plan”, PowerSchool (online access for students and parents), remediation and re-teaching, and direct parent contact.

How will you monitor these strategies/activities?:
The EL coordinator will monitor progress of students using data and communicate with teachers regarding their progress. Students that require more support in writing, reading and speaking will be placed in an Academic Language Development class where more English support will be given. Staff will use SBAC results, district benchmarks, and individual classrooms’ exit-slips, unit tests and quizzes. In addition, each course used site developed common assessments and the MDTP tests developed by UCSD to monitor student learning.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):
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 into four learning cycles, each cycle building student capability around this goal.

How will you monitor these strategies/activities?:
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress towards these goals. Analysis results in responsive instruction and increase student proficiency as demonstrated by Area goal measurements.
4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):
Counselors will do credit checks prior to the start of each school year to ensure students are on track to graduate. Students will be placed in appropriate courses to meet A-G requirements and according to the learning level of the student. School will host a wide variety of classes and programs to enhance the educational experience of all students. ASB will encourage students to participate in school sponsored extra-curricular activities and will sponsor "Falcon Friends" club in order to create and support friendships of students at the school. Well trained and knowledgeable staff will be on campus to provide social/emotional support to students when necessary.

How will you monitor these strategies/activities?:
Counselors will review credits for each student and place students in appropriate courses which will be evidence by the site master schedule and individual student schedules. Progress and grade reports will be sent to homes. Staff will receive data on student grades at various times throughout the year. Professional Development time will be designated to allow staff to review data and collaborate.

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):
School will use various communication avenues to continue informing our parents and community about student progress, upcoming school events, and community events via our school website, Falcon Flash, School Messenger, US mail and Power School. Teachers will continue to maintain their websites which provide academic information. The school will continue to provide opportunities for parents to be involved in such as our School Site Council, SRHS Foundation, Site Governance Team, District Advisory Council, Kick-Off, Fall Open House and English Learner Council. We continue to ensure parents attend teacher/parent conferences, IEP meetings, 504 meetings, SST meetings, College Nights, and other events to promote the continual monitoring of their students’ progress and to ensure academic success. The school website is used to post information for parent access regarding the standards and curriculum in each content area.

How will you monitor these strategies/activities?:
School will continue to accept feedback from various parent groups to ensure avenues of communication are reaching homes and fostering positive student-parent-school relationship.
## Local Control Funding Formula Goals

### 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?

Provide Extended Day Classes in Math, English and Science to support students who have received a D or F grade. Provide tutoring and counseling opportunities to help students focus on academic goals during their 4 years of high school and to meet the a-g requirements necessary for graduation.

**Intervention Support Goal:** Host Extended Day Classes in Math, English and Science in the fall, spring and possibly summer. Continue to lower class sizes in Math classes as FTE's are available. Create new reading course to support students struggling in reading.

**Identified Need:** Support students struggling in Math, English, Science and reading to continue academic forward progress and to stay on target for graduation.

**Target Group:** All At-Risk Students.

**Monitoring:** Grades, Assessments such as SBAC, Attendance, Counseling

**Personnel Responsible:** Principal, Vice Principal, Counselors

### Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Modified Curriculum and Instruction.

**Classroom Support Goal:** Provide a modified curriculum and before and after school tutoring to support students struggling to master proficiency in CORE subject classes. Create a course for students struggling in reading. Provide for students do visit various colleges and universities to create a post-secondary relationship. Provide health supports to ensure students are able to learn.

**Identified Need:** Providing academic supports and interventions for students not grasping curriculum content, struggling in reading, receiving a grade of D or F in a CORE subject class and/or who are not on track to graduate

**Target Group:** Students not performing at grade level. Students receiving a grade of D or F in a CORE subject class. Students struggling with reading. Students currently enrolled in AVID courses.

**Monitoring:** Progress reports, semester grades as well as classroom assessments, benchmarks and SBAC results.

**Personnel Responsible:** Subject Level Teachers, Counselors, Nurse, Students and Parents.
**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:** Provide staff with professional development opportunities for collaboration and assessment of student data, achievement and implementation of effective teaching strategies.

**Identified Need:** Staff needs professional development opportunities to allow for training, collaboration and to assessment of student achievement both within the department and across the curriculum. Training opportunities to implement effective teaching strategies, Common Core strategies, integrating technology into lesson plans and to adjust instruction for more positive results.

**Target Group:** Teachers in CORE subject classes.

**Monitoring:** Staff meeting presentations, follow-up reviews from scheduled staff development activities, review of student achievement data and curriculum area specific goals following the SMART goal template and incorporating the WASC recommendations.

**Personnel Responsible:** Principal, Vice Principals, Teachers.

### LCFF Intervention Supports

<table>
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<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>Area Goal(s)</th>
<th>Rationale</th>
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<td>* Provides interventions for students not meeting high school graduation requirements and also helps to maintain their social/emotional well-being.</td>
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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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
C. Home/School Compact
D. Categorical Budget Allocations Summary Grid (provided by Financial Planning, Monitoring and Accountability Department)
E. 2016-17 SPSA Assessment and Evaluation
F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
G. WASC Recommendations (WASC Schools Only)
APPENDIX A

DATA REPORTS

Data Reports:
APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
Scripps Ranch High School has developed a written Non-Title I parent involvement policy with input from Non-Title I parents. The original policy was developed and implemented at the inception of SRHS over twenty years ago. The policy has been reviewed and updated as graduation requirements, grading policies, college requirements, software programs and other educational changes have been made. The policy is constantly being reviewed and edited as needed to meet the needs of the SRHS learning community.

The Non-Title I Parent Involvement Policy is distributed annually at the beginning of each school year at Kickoff, during the Fall Open House, Falcon Night, as well as periodically throughout the year at meetings with the SRHS Foundation and SSC. The policy is posted on the SRHS website.

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

Involvement of Parents in the Non-Title I Program
To involve parents in the Non-Title I program at Scripps Ranch High School, the following practices have been established:

- The school hosts annual events such as Kick-Off, Fall Open House, Falcon Night and periodic Grade Level meetings throughout the year to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I programs. Information regarding events is sent to homes in a variety of avenues and posted to the school website www.srhsfalcons.org.

- The school offers a flexible number of meetings for Non-Title I parents, throughout the year the SRHS Foundation and SSC (School Site Council) hold meetings in the afternoon, on school grounds. Individual and small group meetings are done throughout the year by appointment so parent convenience can be supported.

- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Non-Title I programs and policies. SRHS holds monthly Foundation meetings and periodic SSC and Grade Level meetings throughout the year where various topics are discussed including, but not limited to, Non-Title I programs and the parent involvement that ties into student achievement, academic success, school culture, staffing, budgeting, graduation, post-secondary education and home-to-school relationships. Programs and policies are regularly reviewed and edited/altered as needed to continue to support a positive relationship between the school and its parents.

- The school provides parents of Non-Title I students with timely information about Non-Title I programs. SRHS holds an annual Kick-Off, Fall Open House, at the beginning of the school year, and a winter Falcon Night where a plethora of information is provided to parents/guardians regarding all facets and programs at SRHS.

- Scripps Ranch High School provides parents of Non-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. Parents, guardians, and students are provided with this information at the annual Fall Open House, Grade Level meetings throughout the year, during the articulation process, as well as through the course catalog and course syllabi which are available on the SRHS website.

- By request of parents of Non-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. Meetings are held by appointment so parent work schedules, daycare and other home concerns can be accommodated. SRHS holds monthly Foundation meetings, SSC and SGT meetings where parents are invited to participate in the educational decision making process. Parents are also invited to visit the counseling center to meet with counselors to discuss the educational process of their student(s).

*This policy is updated periodically to meet the changing needs of parents and the school.*
School-Parent Compact

Scripps Ranch High School distributes to parents of Non-Title I students a Home/School Compact as well as other information pertinent to the support of the child’s academic career. The compact, which has been developed with all stakeholders, outlines how parents, the entire school staff, and students will share the responsibility for the academic improvement. The compact delineates the avenues the school and families partner to help support student achievement in meeting the State’s high academic standards. It addresses the following legally required items:

- Scripps Ranch High School’s responsibility to provide high-quality curriculum and instruction
- Avenues by which parents are responsible to support their children’s learning
- The importance of ongoing communication between parents and teachers through frequent reports on student progress, access for parent-teacher-student meetings, access for parent-counselor-student meetings, volunteer opportunities and opportunities to observe classroom activities.

Scripps Ranch High School does an annual summer mailing to homes which information regarding the upcoming school year, district and state requirements, class programs, health information, school operations, important dates and other vital information to keep parents informed and connected. Information in mailing is also posted to the school website which is updated consistently.

Building Capacity for Involvement

Scripps Ranch High School engages Non-Title I parents in meaningful interactions with the school. It supports a positive relationship between staff, parents and the community to support and improve student achievement. To help reach these goals, the school has established the following practices:

- The school provides Non-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 during the Fall Open House where parents visit each classroom their children have been assigned for the year. Teachers discuss curriculum, instruction, assessments, avenues for support and engagement and provide the class syllabi. The school provides Power School, School Messenger, the Falcon Flash and the school website as avenues to keep parents informed and connected to the school.

- The school provides Non-Title I parents with information, access to textbooks and curriculum, assistance with Power School access, assistance with Naviance and other related programs to continue to train parents to support and improve their children’s achievement. Scripps Ranch High School also works with the SRHS Foundation to provide parent seminars relating to academic, social and cultural issues relevant to society and their correlation with teenage children.

- Scripps Ranch High School fosters an open dialogue between staff, parents and students in a continuing effort to understand and recognize the value of parent involvement in the academic success of students and encourage positive interaction within the home-school relationship. The school continually publishes the outstanding efforts of parents and works with the Scripps Ranch Civic Association in honoring outstanding parent volunteers annually.

- Scripps Ranch High School coordinates and integrates Non-Title I parent involvement in school programs and activities. Scripps Ranch High school has a highly supportive and engaging Foundation that regularly offers support to the school.

- Scripps Ranch High School uses several avenues of communication in an effort to reach and engage all families in the school community. Power Parent, School Messenger, Falcon Flash, mailers and the school website which is updated daily to support student involvement and parent engagement.

Accessibility

- Scripps Ranch High School provides opportunities for participation of all Non-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 parent can understand. Translators are provided for parent-teacher-student meetings. The school provides on-site bilingual staff member who assists with attendance and graduation related issues and parent conferences.
APPENDIX C

HOME/SCHOOL COMPACT
Scripps Ranch High School and the parents of the students attending and participating in activities and services funded by the 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 2016-2017 and 2017-2018 school years. The compact will be reviewed and edited as needed to meet the needs of the learning community.

**SCHOOL RESPONSIBILITIES**

The Scripps Ranch High School will:

1. 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.
2. Work to ensure a positive learning climate at the school with a consistent application of the site discipline plan and hold high expectations for student achievement.
3. Hold parent meetings during which this compact will be discussed as it relates to the individual student’s achievement.
4. Provide parents with frequent reports on their child’s progress via progress reports, semester report cards and Power Parent Connection.
5. Provide a welcoming and safe environment for students, parents and community members.
6. Provide parents opportunities to volunteer and participate in their child’s academic success.

**PARENT RESPONSIBILITIES**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my child’s education.
- Supporting the school and the district discipline policies.
- 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 or on the website and responding, as appropriate.

**STUDENT RESPONSIBILITIES**

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

We agree to:

1. Demonstrate daily respect and practice open communication with my teachers.
2. Attend school daily, on time, ready to work and learn and complete all of my assignments to the best of my ability and get help when necessary.
3. Respect the rights of others to learn and help to create a positive learning environment for everyone by following teachers’ instructions and not be disruptive in class.
4. Spend time daily reading, studying and completing my homework.
5. Abide by the school and district rules, regulations and discipline policies.
**APPENDIX D**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocation 1</th>
<th>Allocation 2</th>
<th>Allocation 3</th>
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<tbody>
<tr>
<td>Education</td>
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<td>$B</td>
<td>$C</td>
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<tr>
<td>Athletics</td>
<td>$D</td>
<td>$E</td>
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<tr>
<td>Technology</td>
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<td>Special Education</td>
<td>$J</td>
<td>$K</td>
<td>$L</td>
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<tr>
<td>Arts</td>
<td>$M</td>
<td>$N</td>
<td>$O</td>
</tr>
</tbody>
</table>

*SPSA Template Revised 3/28/2016*
APPENDIX E

2016-17 SPSA ASSESSMENT AND EVALUATION
### Single Plan for Student Achievement

#### Evaluation and Assessment Survey Summary

**School Name:** Scripps Ranch High School

<table>
<thead>
<tr>
<th>Analysis of Scores - Focus Area</th>
<th>Notes/Action/Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maximizing Instructional Time</strong></td>
<td>Scripps Ranch High School is a comprehensive educational institution and the staff exhibits the belief that all students will reach high standards, attaining proficiency or better in all subjects. High expectations are integrated into all structures and practices including a broad and challenging curriculum that is designed to actively engage students and promote critical thinking and creativity. The master schedule is created each year with this vision and provides for a vast array of AP and advance courses as well as specific emphasis on the English Language Arts, Mathematics and English Language Development areas to ensure continued academic success by each student. The CORE subject areas have clearly articulated strategies/activities to maximize instructional time using the state/districted adopted curriculum. Extended day classes and tutoring will be provided as interventions and supports to further enhance forward progress. Staff will continue to attend professional development activities, collaborate within and across curriculum areas, and use assessments such as the SBAC and Bench Marks to review student achievement throughout the school year. All stakeholder groups will work to review achievement and implement effective teaching strategies shown to be successful for improvement. A strong positive parent to school relationship will continue to be fostered to support the high percentage of daily attendance. Counselors will continually review credits to ensure students stay on track to graduate.</td>
</tr>
<tr>
<td><strong>Closing the Achievement Gap</strong></td>
<td>All students will reach high standards, attaining proficiency or better in English Language Arts and Mathematics by July 2018 with each student making at minimum one year’s progress each year. By June 2018, the percentage of English Learners, African American, Latino and SPED students attaining proficiency in ELA and Math will increase by 8% or more from the previous year’s performance, as measured by the SBAC and Bench Mark Assessments. Students receiving a D or F on progress/semester reports will be provided additional supports such as intervention meetings with counselors and extended day classes to enhance academic retention and success. During articulation, counselors will meet with students to ensure they are placed in rigorous classes that prepare students for college and careers. Academic Language Development classes will be offered to English Learners to enhance their reading and writing skills. Students with disabilities are placed in the least restrictive environment and provided appropriate accommodations and modifications.</td>
</tr>
</tbody>
</table>
## Professional Development
Scripps Ranch Professional Development is aligned with the WASC goals of: Establishing and employing a systematic use of assessment, implementing interventions systems to support at risk students, and integrating technology into the curriculum. The administration works with the departments to articulate subject area goals and initiatives aligned to WASC and district goals. Departments meet regularly to implement Common Core (and NGSS) standards and to ensure the curriculum meets Scripps’s high expectations to engage students to think critically and creatively. A technology resource teacher provides onsite professional development and supports departments with curricular technology needs. The administration works with department chairs to provide instructional assistance and support regularly throughout the school year.

## Graduation/Promotion
By February of 2018, the high expectations continually integrated into the Scripps Ranch High School curriculum and instruction practices will be assessed to ensure that all students are on track to graduation including meeting the a-g requirements. Counselors will review student credits, AP Course progress and exam pass rate, SAT and ACT scores, and college applications to assist students with post-secondary education and entrance into their occupational field of choice. Scripps Ranch High School will continue to be a place where high expectations are held for each student to meet the requirements of a broad and challenging curriculum and students will graduate being fully ready to attend a 2 or 4 year university, enter the work force or military.

## Parent Engagement
Scripps Ranch High School staff will reach out to parents as partners in their children’s education. Staff will continue to provide parents with the information necessary to understand if their students’ academic environment, assess whether their student is on track for graduation or post-secondary opportunities and to continue to foster the high rate of daily attendance at school. The school will continue to use various avenues for communication with homes to foster a positive school to home relationship and support parent involvement in the school community. The school will communicate through the website, letters, School Messenger, Falcon Flash, daily bulletin and PowerSchool.
APPENDIX F

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY
APPENDIX G

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)
# APPENDIX G
## WASC RECOMMENDATIONS
### YEAR: 2016-17

**School: Scripps Ranch High School**

Using the recommendations from your most recent full study visit complete the following template:

<table>
<thead>
<tr>
<th>WASC: Schoolwide Critical Areas for follow-up</th>
<th>SPSA Goal Area: 1, 2, 3, 4 or 5</th>
<th>Professional Development Resources</th>
<th>Means to Assess Improvement</th>
<th>Reporting Timeline Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and employ a systematic use of assessment to guide staff development, modify instruction, and improve student achievement of the ESLRs and standards for struggling students.</td>
<td>Goal Area 1, 2, 3, 4 &amp; LCFF Funding goals</td>
<td>Designed minimum days during the 2015-2016 school year. Professional Development funds, if available, for the CORE subject area teachers</td>
<td>Consistent review of student achievement data, grades, SBAC and CAHSEE results to monitor and track student progress.</td>
<td>After grade reporting periods, end-of-course exams and assessment data received. Principal, Vice-Principal, Counselors and Teachers</td>
</tr>
<tr>
<td>Improve the capacity of the school to meet the needs of all students, especially our special needs population through enhanced support of our co-teaching model and greater stakeholder involvement.</td>
<td>Goal Area 1, 2, 3, 4 &amp; LCFF Funding goals</td>
<td>Professional Development Opportunities for Special Education staff to work with staff in CORE subject areas to collaborate on positive teaching strategies to support academic achievement of the Special Education Student group.</td>
<td>Professional Development and Department collaboration on minimum days, during IEP’s and 504 meetings, after school department collaboration, after school tutoring.</td>
<td>Consistently throughout the school year. Vice Principal over Special Education, Special Education Teachers and Aides.</td>
</tr>
<tr>
<td>WASC: Schoolwide Critical Areas for follow-up</td>
<td>SPSA Goal Area: 1, 2, 3, 4 or 5</td>
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<tr>
<td>Expand interdisciplinary collaboration and the effective integration of technology in all school programs and departmental curriculum focusing on the implementation of Common Core standards.</td>
<td>Goal Area 1, 2, 3, 4 &amp; LCFF Funding goals</td>
<td>Designated minimum days during the 2016-17 school year and opportunities for professional development, if funds are available, for technology training and strategies to implement technology into the curriculum and daily classroom instruction.</td>
<td>Periodic classroom observations of technology being implemented in lesson plans and student use of technology in the classroom.</td>
<td>Throughout the 2016-17 school year. Principal, Vice-Principals, Teachers</td>
</tr>
</tbody>
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