

Kurt T Shery High School

Single Plan for Student Achievement

2015-2016

October 22, 2015

Stakeholder Input Timeline

Kurt T Shery High School 2015-2016

EVENT	LOCATION	DATE
Staff Development	Kurt T Shery High School	6/19/2015
Leadership Team	Kurt T Shery High School	8/25/2015
Staff Development	Kurt T Shery High School	9/8/2015
SSC	Kurt T Shery High School	9/23/2015
Support Staff	Kurt T Shery High School	10/6/2015
SSC	Kurt T Shery High School	10/20/2015
ELMAC	Kurt T Shery High School	10/21/2015

GOAL: Pupil achievement

Identified Need	Action/Service	Expenditure	Expected Outcomes
Targeted population of students needed more opportunities and support to be successful in classes and earn credits	Extended learning time beyond the school day including summer credit recovery program	\$14,000	Students successfully completing classes and earning credits to get back on target

Analysis of Results. What happened and why? What else did you notice?	Our afterschool tutorial was very successful. It was a combination of students coming in for extra help to get th
Changes in actions/ services as a result of these outcomes.	

GOAL:	1. Effectively recruit, develop and retain highly qualified teachers and administrators.			Related State and/or Local Priorit
				1_X 2__ 3__ 4__ 5__ 6__ 7__ 8__
				School Priority:
				TUSD LCAP Goal/Action:
Identified Need :	<ul style="list-style-type: none"> - Remain in compliance with No Child Left Behind - Provide all students with high quality instruction and support - Recruit highly qualified candidates for open teaching and administrator positions 			
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year: 2015-2016				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Maintain 100% No Child Left Behind compliance for current and new teachers. - Surveys and positive qualitative data results from teacher trainings. - Successful Induction Accreditation outcome in the spring of 2016. - Positive results upon analysis of applicant pools for open positions. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Expand search and collaborative connections to better reach and attract highly qualified teaching candidates to Alternative Education.		LEA-WIDE	_X_ALL	
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
B. Provide teacher trainings to have better teaching strategies for targeted students.		LEA-WIDE	_X_ALL	\$9,829
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
GOAL:	2. Shery & DCDS will implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing Common Core State Standards / Next Generation Science Standards, ELD Standards and Framework and other performance standards for grades K-12.			Related State and/or Local Priorit
				1_X 2_X 3__ 4__ 5__ 6__ 7__ 8__
				School Priority:
				TUSD LCAP Goal/Action:

Identified Need :	Refining teacher skills to deliver instructional practices of the Common Core State Standards, ELD Standards and Next Generation Science Standards in all TUSD classrooms. - Qualitative data shared via administrator observations - Teacher trainings and site PLC/Collaboration outcomes - Teacher survey data on further support needed to implement new standards		
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
LCAP Year: 2015-2016			
Expected Annual Measurable Outcomes:	All teachers will participate in regular/on-going professional development in implementing all standards in the classroom through district and site-sponsored trainings, as measured by data gathered via agendas, minutes and surveys.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. English Language Arts & Social Studies Common Core training for teachers to provide training, model units, writing assessments, supporting differentiated learning and instruction, and to develop site teacher leaders. Professional development to occur during the summer as well as throughout the school year.	LEA-WIDE	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
B. Mathematics Common core training to support differentiated learning and instruction, and to develop site teacher leaders. Professional development to occur during the summer as well as throughout the school year.	LEA-WIDE	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
C. Science/NGSS training to provide support, differentiated learning and instruction, and to develop site leaders. Professional development to occur during the summer as well as throughout the school year.	LEA-WIDE	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
D. Utilize district-funded licenses for all TUSD schools and students K-12 for Common Core State Standards -aligned on-line research database resources, planning materials and informational texts.	LEA-WIDE	<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	

E. Enable teachers to participate in the development and implementation of new Literacy standards and new district writing testing.	LEA-WIDE	<input type="checkbox"/> _X_ <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
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GOAL:	3. Ensure that all students are given opportunities to access courses & support needed to graduate from high school and move on to post-secondary education or career paths.	Related State and/or Local Priority 1__2__3__4_X_5__6__7__8 School Priority: TUSD LCAP Goal/Action:
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Identified Need :	In 2013-14, Shery High had a graduation rate of 78%. Last year, 2014-15, our graduation rate was 89%. DCDS graduation rate was 71% for 2014-15. We will continue to increase our graduation rate but also need to ensure students are moving forward positively after they graduate, whether it be in post-secondary education or in their careers.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year: 2015-2016

Expected Annual Measurable Outcomes:	- Increase number of students graduating by 5% from 89% to 94% for the 2015-16 school year at Shery and 10% from 71% to 81% for the 2015-16 school year at DCDS. - We believe in both programs we have around 50% of our graduates going to post-secondary education programs with another 30% going straight into the workforce or military. We have recently sent out a survey to last years graduates and are hoping to get some better data. We would like to increase the number of students who go to post-secondary education programs by 20% for the 2015-16 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified	Budgeted Expenditures
A. Expand the use of on-line curriculum for credit recovery.	LEA-WIDE	<input type="checkbox"/> _X_ <input type="checkbox"/> _ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
B. Plan and schedule field trips to universities and community colleges to expose students to higher	LEA-WIDE	<input type="checkbox"/> _X_ <input type="checkbox"/> _ALL	3,500

				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
GOAL:	4. All students will attain proficiency or better in English Language Arts and math, science, social studies and career technical studies			Related State and/or Local Priority		
				1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>		
				School Priority:		
				TUSD LCAP Goal/Action:		
Identified Need:	We did the LevelSet Lexile measures using Achieve 3000 to assess our student's current reading levels. Overall for both programs we had 6% exceeding grade level, 14% meeting grade level, 37% approaching grade level, and 43% falling far below grade level. This seems to be consistent with our last years CAASPP data for Eng/LA in which of our 11th graders, 21% met or exceeded the standards while 34% nearly met and 46% had not met the standards. In Math on the CAASPP, we only had 1% that met standards and we had 15% nearly meeting standards and 84% not meeting standards. On an Algebra diagnostic test we gave the students currently in math, the results were similar to the CAASPP scores and only 1% passed the content and the rest were very low. Because the numbers are so low at DCDS there was no specific data available at this time.					
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
LCAP Year: 2015-2016						
Expected Annual Measurable Outcomes:	We would like to see 50% of the students move from the approaching grade level or nearly meeting standards in Achieve 3000 and CAASPP Eng/LA to meeting grade-level and CAASPP standards. We would like to see 50% of the students move from far below grade-level and CAASPP standards move to approaching or meeting grade level standards. In Math we would like to see a 50% increase in the number of students who did not meet standards move to meeting standards					
Actions/Services			Scope of Service	Pupils to be served within identified	Budgeted Expenditures	
A. Develop and implement a Alternative Education Response to Intervention (Rti) plan to support underperforming students, including staffing, professional development, technology/materials, and assessments.			LEA-WIDE	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: At-Risk Students		
B. Students in targeted groups will receive extended learning time beyond the school day, including			LEA-WIDE	<input checked="" type="checkbox"/> ALL	\$15,917	

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
C. Implement Fountas & Pinnell and Guided Reading program. Purchase the kit for assessment kits and literary resources.	LEA-WIDE	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000
D. Schools will develop site Local Control Accountability Plan's with regard to goals/actions utilizing funding distributed on a per unduplicated pupil rate (\$305 per pupil). Alternative Education's LCAP to align with TUSD LCAP goals/actions, and subject to approval by district staff.	LEA-WIDE	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: At-Risk Students	
E. Continue providing leased chromebooks and carts for all students. Provide additional technology to crease 21st century classrooms and increase computer literacy in students.	LEA-WIDE	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,417
F. Utilize resources from Language Assessment Center on ELD Framework and effective integrated/designated classroom supports and interventions to assist EL achievement and increase proficiency of EL students.	LEA-WIDE	__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
G. Implement Achieve 3000 program to increase literacy and comprehension.	LEA-WIDE	__ALL	District funded

						OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
H. Provide high interest, lower level reading and material support materials & resources to help students move forward in gaining proficiency in all subjects.	LEA-WIDE	__ALL				OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000
GOAL:	5. Expand the Multi-tiered Systems of Support programs in order to improve the behavioral interventions for all students, as well as provide a means for regular progress monitoring.					Related State and/or Local Priorit	
						1__ 2__ 3__ 4__ 5_X_ 6_X_ 7_X	
						School Priority:	
						TUSD LCAP Goal/Action:	
Identified Need :	Attendance: In 2014-15, Shery High had an average of 10% of the student population absent on any given day. At DCDS, it was also about 10% absent daily. We also had 15% of students receiving 4-5 tardies per quarter. At DCDS this number was at about 30% tardies. We had over 20 incidents involving suspensions and/or expulsions and Shery and 4 at DCDS.						
Goal Applies to:	Schools:	All					
	Applicable Pupil Subgroups:	All					
LCAP Year: 2015-2016							
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Multi-tiered Systems of Support, and Positive Behavior Support programs to be implemented. - Implement a means to monitor and evaluate Positive Behavioral data. - Reduced rates of suspensions and expulsions from 2014-2015 data by 5%. - Increase attendance rate by 5% - Decrease the number of students identified as chronic absents by 5% from 2014-2015. 						
Actions/Services	Scope of Servic	Pupils to be served within identifi		Budgeted Expenditures			
A. Develop and implement Multi-tiered Systems of Support programs, including Positive Behavior	LEA-WIDE	__ALL					\$6,000

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
B. Utilize two periods of Intervention to provide additional support for targeted students.	LEA-WIDE	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$28,000
C. Work with Torrance Police Department, Torrance Fire Department, and Torrance city agencies to develop and implement training modules for district employees on emergency/disaster preparation, and a community notification system.	LEA-WIDE	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
D. Monitor the identification and implementation of services and supports for students identified as Foster Youth and Homeless as required by Assembly Bills 490 and 167 and the McKinney-Vento Homeless Assistance Improvement (2001). Continue to monitor California Department of Social Services (DCSS) Foster Youth data according to AB 97.	LEA-WIDE	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
E. Continue referral process for homeless families, and provide assistance in areas of need.	LEA-WIDE	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	6. Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.	Related State and/or Local Priority
		1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__
		School Priority:

Identified Need : Increase in the collaborative opportunities between Shery and parents in order to assist parents in supporting student achievement.
 - Parent surveys, feedback forums, etc.
 - Improved centrally generated formal communication of vision and expectation for student achievement and success
 - Increased presentations and dialogues in home languages
 - Increased intervals/occurrences of communication to parents including parent outreach
 - Expedited and improved emergency procedures communication with parents

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year: 2015-2016

Expected Annual Measurable Outcomes: - Increased parent participation in surveys and at school/district events by 25%
 - Increased consistency and intervals of electronic and in-person communication with parents to at least every other week at two levels: Site/Principal-generated and classroom-generated.
 - Positive qualitative results relating to school climate and parent involvement surveys.

Actions/Services	Scope of Service	Pupils to be served within identifi	Budgeted Expenditures
A. Continue providing parent education on school site services and programs through Back to School Night and Parenting Classes for all students including those from racial/ethnic subgroups and students with disabilities.	LEA-WIDE	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000
B. Further develop resources and offer presentations to parents of English Learners students on ways to support their children at home, including translated resources, and continued Language Assessment Center translation staff in Spanish.	LEA-WIDE	__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
C. Develop and implement a Shery plan for parent outreach, including professional development, technology/materials, and a system for monitoring progress.	LEA-WIDE	__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
D. TUSD will develop site Local Control Accountability Plans to detail goals/actions utilizing funding	LEA-WIDE	__ALL	

OR:

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English
proficient Other

Subgroups:(Specify)_____

Kurt T Shery High School

As of September 2015

Funding Source	SPSA Goal #	Supp.	SA/SA PD	Title I	other	Total	District
2015-16 Budgets		\$70,917	\$3,269				Funded
Intervention							
Extra Sections for Intervention		28,000				\$28,000	
Tutorial/Intervention After School		14,000				\$14,000	
Intervention Incentives		5,000				\$5,000	
						\$0	
Technology		13,417					
						\$0	
Resource/Support Materials		\$2,000				\$2,000	
						\$0	
						\$0	
Field Trips/College visits		1,500					
						\$0	
						\$0	
						\$0	
						\$0	
Parenting Ed/Night Events		2,000	1,000				
						\$0	
						\$0	
						\$0	
Teacher Conferences		5000	2,269				
						\$0	
						\$0	
						\$0	
						\$0	
Totals:		\$70,917	\$3,269	\$0	\$0		
Balance:		\$0	\$0	\$0	\$0		

**Form D: School Site
Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[1]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jamie Jimenez	X				
Jenny Taylor		X			
Maile Toy		X			
Steve Berube		X			
Mike Barr		X			
Marcie Long			X		
Laura Romero			X		
Rachel Suit				X	
Jann Feldman				X	
Vicky Estrada				X	
Christine Hartlove					X
Danny Avelar					X
Zachary Domville					X
Monserrat Soto					X
Numbers of members of each category	1	4	2	3	4

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

Form E: Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the District Local Control Accountability Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:
10/21/15

