

The Single Plan for Student Achievement

School: East Campus Educational Center at Yosemite High School
CDS Code: 24-65789-2439602
District: Merced Union High School District
Principal: Charles Jolly
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

East Campus Educational Center at Yosemite High School 's Vision and Mission Statements

Yosemite High School Mission

"The mission of Yosemite High School is to accept each student as a unique individual with specific needs, provide him/her with the best possible education, and prepare them for college, career or citizenship."

Yosemite High School Vision

The philosophy of the Yosemite High School education program is to provide a coordinated program of educational options and services designed to meet the specific needs of students not demonstrating success in a school environment. Our programs and services are aligned with state and district guidelines and are designed to assist our students in preparing to become contributing members .

School Profile

Yosemite High School is part of the East Campus Educational Center located in the city and county of Merced. YHS serves students and parents residing within the Merced Union High School District attendance area. In addition to Yosemite High School, East Campus Educational Center houses Merced Adult School, Independent High School, the Child Development Center, Teen Parent Program, Sequoia Community Day School, the District Opportunity Center (drug and alcohol program), the Adult Transition Program and the Anger Management Program and approximately 20 comprehensive high school students from Merced and Golden Valley High Schools enrolled in ROP programs. Yosemite High School serves a multi-ethnic student population from the communities of Livingston, Ballico, Snelling, and Cressey in the northern section of the Merced Union High School District, and Merced and El Nido to the south. The school also serves the communities of Atwater, Winton, and McSwain located in the central part of the district. In addition to East Campus Educational Center, Merced Union High School District consists of six comprehensive high school

Yosemite High School is the only continuation school in the MUHSD. We currently serve students ages 16-22. The students are transitioned from the comprehensive sites for one or more of the following reasons: behind in graduation credits, have truancy issues, are on suspended expulsion, or because they need child care, or simply because they need a change in environment. Our students must surpass overwhelming barriers on their way to a diploma. Many students are: homeless, couch surfing, come from poverty, have low reading levels, are misidentified as not needing an IEP, fall in the space between qualifying for an IEP and not, have generational gang issues, are addicted to drugs, have social emotional issues or have very little motivation to succeed in school. This is a microcosm of the county as a whole. Some students have more than one of these barriers in their paths to success. The unemployment rate in Merced County is constantly in flux. This compares with an unadjusted unemployment rate of 5.4 percent for California and 9.1 percent for Merced County, the nation unemployment rate during the same period was adjusted to 4.4. Many of the families in Merced County depend on the agricultural industry for employment. The current water crisis will cause the unemployment rate to climb at a steep rate. These occurrences have a trickle-down effect on the students. Currently the Free and Reduced Lunch rate at Yosemite High School is 90 percent.

Yosemite High School Demographics

YHS:

Females-104

Males 167

Total stu - 271

Hispanic Descent - 211 (74.3%)

males- 127

females-84

American Indian or Alaska - 2%

Asian - 2.9%

Pacific Islander - 0%

Filipino - 1.1%

Black or African American - 9.1%

White - .1%

Decline to State - 3.1

Foster Youth/ Homeless 65

Language Fluency:

English Only - 144

LEP - 50

RFEP - 77

to be determined - 2

RSP - 22

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A survey as part of the healthy kids survey. The survey contained questions regarding:

If parents feel valued (parents strongly agree)

If students are treated respectfully (strongly agree)

If staff insures that all students are treated respectfully by other students (agree)

If YHS has helped students succeed where other schools didn't (strongly agree)

If parents are familiar with student support and extra-curricular activities (strongly agree)

Students feel valued and teachers care about them .(strongly agree)

These questions and others were designed to aid the staff in looking at the over all school culture at Yosemite High School. Overall the survey was had positive results. The one area that we need to continue to work on is home communication and increasing parent participation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations (or walkthroughs) occur per week by admin and instructional coach. Other more formal observations occur on an an every other year basis for tenured teachers, and three times per year for probationary teachers. The findings include but are not limited to: the need for more literacy, blended learning and positive relationship building training for staff.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or

general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

While state assessment data is an overall snapshot of the entire year and can be used to find holes in instruction, we feel that formative assessment is more actionable. Yosemite High School uses formative assessment as a road map to re-teaching. Formative assessment immediately informs both teachers and students of teaching and or knowledge gaps.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Error analysis data gained from curriculum embedded assessments is used as a base for either reteach or retake. Some teachers give students the opportunity to revisit the test and analyze their incorrect answers and modify their responses.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Staff is required to meet four times per month: staff meeting, WASC team meeting, horizontal grade level meetings and department meetings.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The focus of professional development this year is to use technology to translate into learning. Many teachers have been trained in Project Based learning and Blended learning. Follow up will be were teachers sharing of best practices presented to other teachers during collaboration time, done by admin, and in department meetings. Yosemite High School students will have Chromebooks and teacher will continue to embed technology in their lessons. In addition with the implementation of common core, YHS is focused on signature assignments using the Four C's Collaboration, Communication, Critical thinking and Creativity to help students access the rigorous content.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development in literacy is subject specific. Each department's PD time is geared towards their specific subject area. This has been a concern in the past and in the District. Teachers both want and need to have PD that addresses their specific concerns in their content areas through teacher survey.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Yosemite High School has an Instructional Coach. He is available for support any day of the week. She runs both individual and group professional development for teacher collaboration

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration by horizontal teams once per month during their collaboration time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum is in the emerging stages of being aligned to current Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

As evidenced by the Yosemite High School's compliance with the Williams Act, every student has access to standards-based instructional materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

N/A

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Yosemite High School teachers use research-based instructional practices such as checking for understanding to assist in identifying students who required classroom interventions. Yosemite High School also has after school self-paced credit recovery. After school curriculum is performance based.

14. Research-based educational practices to raise student achievement

All MUHSD teachers have been trained in explicit direct instruction. New teachers are required to meet with their mentors and they discuss EDI, lesson planning, instructional norms, classroom management, un-duplicated students and strategies that will help them be successful.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Un-duplicated students and their parents have a variety of venues they can attend for information or support: Back to School Night, Parent/Student Orientations, Parenting classes (via Merced Adult School), school site council meetings, and LCFF parent and student meetings.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All groups have access to regular meetings that are focused around feedback for LCAP in which parents, students, and staff are allowed input.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A

18. Fiscal support (EPC)

N/A

Description of Barriers and Related School Goals

Students at Yosemite High School have a variety of barriers to success: poverty, low academic levels, language deficits, mental illness, broken homes, couch surfing and many more. These barriers serve to prevent students from being successful academically. The related goal: All students will be provided will be provided a relevant and rigorous instructional program that provides access to college and career readiness.

Yosemite High School has historically struggled with getting parents to be involved with their students' education. Parent meetings are sparsely attended. The related goal: Communications/Public Image-The district will involve key stakeholders, where appropriate, in providing information, feedback and input on District issues.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	173	176	171	164	157	150	163	147	150	94.8	84.1	87.7
All Grades	173	176	171	164	157	150	163	147	150	94.8	84.1	87.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2477.5	2472.3	2459.2	2	1	1.33	7	16	0.67	37	20	33.33	54	63	64.67
All Grades	N/A	N/A	N/A	2	1	1.33	7	16	0.67	37	20	33.33	54	63	64.67

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	3	3	2.00	47	45	36.67	50	51	61.33	
All Grades	3	3	2.00	47	45	36.67	50	51	61.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	1	1	1.33	35	29	29.33	63	69	69.33
All Grades	1	1	1.33	35	29	29.33	63	69	69.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	5	2.00	47	47	49.33	51	48	48.67
All Grades	2	5	2.00	47	47	49.33	51	48	48.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	7	1.33	55	44	38.00	43	49	60.67
All Grades	2	7	1.33	55	44	38.00	43	49	60.67

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	173	176	171	161	154	151	161	147	151	93.1	87	88.3
All Grades	173	176	171	161	154	151	161	147	151	93.1	87	88.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2425.0	2429.0	2410.2	0	0	0.00	1	0	0.00	4	5	1.32	95	95	98.68
All Grades	N/A	N/A	N/A	0	0	0.00	1	0	0.00	4	5	1.32	95	95	98.68

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	0	0	0.00	4	3	1.32	96	97	98.68	
All Grades	0	0	0.00	4	3	1.32	96	97	98.68	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	25	18	11.92	75	82	88.08
All Grades	0	0	0.00	25	18	11.92	75	82	88.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	0.00	42	31	36.42	58	69	63.58
All Grades	0	0	0.00	42	31	36.42	58	69	63.58

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11	4	28	3	48	50	17	48	22	4						
12	43	16	7	37	53	19	17	32	7	3		1			1
Total	25	22	10	42	51	36	31	27	11	3	0	1	0	0	1

Conclusions based on this data:

1. A majority of the EL students at Yosemite High School are at the Early Advanced and above level. Not only are the strategies that they are being taught in ELD working, but the strategies that have been implemented school wide are helping students be successful on the CELDT.
2. Furthermore, the ELD teacher and counselor's efforts on informing students that the CELDT test is important to their academic future is also working.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
11	4	28	3	48	50	19	48	22	4						
12	43	15	7	37	55	19	17	30	7	3		1			1
Total	25	21	10	42	53	36	31	26	11	2	0	1	0	0	1

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
GOAL 1: All students will be college and career ready.
SCHOOL GOAL #1:
All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: pass rate on AP exams , EAP participation, a-g, CTE enrollment, CELDT, Reclassification rate, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate
Findings from the Analysis of this Data:
Not all students in MUHSD learn or achieve at grade level in the core academic subjects. This indicates that a learning gap exists between certain subgroups of students and their grade level peers. The LCAP will detail actions and services that will be put into place to provide additional layers of support for academically challenged students. Success of these actions, services and additional layers of support will be measured by multiple means to include, but not limited to:

How the School will Evaluate the Progress of this Goal:

Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows:

METRICS to be used:

- Pass rate on AP exams
- EAP participation
- a-g
- CTE enrollment
- CELDT
- Reclassification rate
- Statewide assessments
- Graduation rates
- Dropout rates
- Chronic absenteeism
- National Education Technology Standards (NETS)
- Articulation exam rate

Actions to be Taken to Reach This Goal

Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
<p>1. English Learners will acquire the English language rapidly and effectively. ELD teacher will be provided specialization professional development and training in vocabulary strategies ExC-ELL and board approved curriculum through the iLit . And other necessary supplies for the</p>					
2017-2018	District Office	Professional development specific to EL teachers	4000-4999: Books And Supplies	Title I	12,405
		Actively Learn (Online Literacy Tool)	4000-4999: Books And Supplies	Title I	3,000.00
<p>2. Yosemite is in the emerging stages of literacy training for all certificated staff members. Online instructional training has helped teachers with instructional strategies to increase rigor and literacy comprehension. By using the the Four C's approach to student learning and using signature assignments</p>					
2017-2018	Charles Jolly Nicole Rose Michelle Bliss Instructional Coach: Brooke Luker	Innovated Ed classes and training	None Specified	District Funded	
<p>3. Students will develop their college and career readiness through after school programs, meeting with guidance staff, computer applications class, and CTE courses designed specially for industry based certifications. Currently Yosemite High School has only one class that is articulated with Merced College (Early Childhood Development). The staff is looking at increasing these opportunities in the near future and currently solar installation and auditing certifications. The staff is also looking at the county and statewide data</p>					

Actions to be Taken to Reach This Goal

Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
on the fastest growing job opportunities. The plan is to offer career training in other CTE areas that lead to either job, college or certification. This year we have added CISCO IT Essentials course in networking (CTE) and including chromebook repair center.					
2017-18	Charles Jolly	CISCO IT Essentials and Solar Installation	None Specified	District Funded	
		OSHA certification			
4. Examine instructional materials aligned to Common Core State Standards in all four core areas and work toward full implementation of the CCSS. Teachers are trained in content area standards and continue make lesson planning rigorous and relevant.					
2017-2018	Charles Jolly Nicole Rose Michelle Bliss	Professional development	None Specified	District Funded	
5. Teachers will have access to professional development opportunities layered with the support of on-site instructional team leaders, technology literacy coaching and instructional coaches. This professional development is provided by instructional coach and online professional development instruction. Project based learning and infusing technology into the classroom for a blended approach to instruction. In addition: conferences and staff development for professional growth.					
2017-2018	Charles Jolly Nicole Rose Michelle Bliss	Innovated Ed, On site professional development	None Specified	Title I	10,000.
6. Guidance staff and CTE coordinator will support students in their endeavors to attend college or enter the world of work. Increase access to college, career and scholarship counseling by hiring the additional personnel where needed. College, career and scholarship counseling will be available to all students as early as ninth grade. Use of the additional counselor will be assessed by the current counselor. Parent FASA workshops.					
2017-2018	Charles Jolly Nicole Rose		None Specified	Title I	632.
7. Maintain existing programs and services to students such as operational expenses; instructional supplies, Adult Education, utility costs, transportation services, custodial services, teachers, administration, clerical support, salaries, statutory and benefits, existing intervention and co/extra-curricular services.					
2017-2018	District Office		None Specified	District Funded	
8. Create additional Career Technical Education (CTE) opportunities for students that include certification and/or capstone courses. In Spring, student interviews and portfolio project to support all students with resume writing, focused approached to college and career readiness.					
2017-2018	Charles Jolly Karen Lopes- CTE Teacher on Special Assignment	Green Energy Technology and Conservation course CISCO SYSTEM	None Specified		

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
9. Provide instructional and operational technology for all students. Maintain and support technology systems to ensure equitable access for students and staff.					
2017-2018	Charles Jolly	Technology technician and library technician	None Specified	None Specified	
10. Develop child development center as both an additional CTE course offering and child care center for students which allows articulation with Merced College.					
2017-2018	Charles Jolly Grace Ojeda	YHS currently has a Child Development Center on campus	None Specified		

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
GOAL 2: School climate.
SCHOOL GOAL #2:
Yosemite High will involve key stakeholders, where appropriate, in providing information, feedback and input on District issues.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Parent/student surveys, ELAC/DELAC, California Healthy Kids Survey, Attendance, percentage or rates in, programs/events.
Findings from the Analysis of this Data:
Parents/guardians need to increase their knowledge of educational offerings and opportunities related to extra and co-curricular activities. The numbers of parents involved in parent education opportunities, parenting skills classes, meetings, etc. will determine whether or not the outreach for these campus sponsored activities was successful.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: <ul style="list-style-type: none">• Suspension/expulsion rates• Truancy rates• Dropout rate• Attendance data• Suspension rates• F rates• On track for graduation• Facility Inspection Tool

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
<p>1. Increase parent/guardian knowledge of educational offerings/opportunities. Yosemite High School will hold several parent and student meetings throughout the year to help increase the knowledge of YHS educational offerings. These meetings include but are not limited to: Student/Parent Orientations, Parent workshops , LCAP meetings, Parent education meetings (in partnership with MAS) and School Site Council.</p>					
2017-18	Charles Jolly Nicole Rose Michelle Bliss		None Specified	Title I	1000.
<p>2. Provide parent education opportunities and parenting skills development. In partnership with Merced Adult School and the ASSETS program, Yosemite High School parents and students will have the opportunity to attend.</p>					
2017-2018	Charles Jolly Nicole Rose Michelle Bliss		None Specified	None Specified	
<p>3. Ensure that student families have an opportunity to attend extra/co-curricular activity. Yosemite High School has worked very hard to establish a intramural league with other alternative education schools. Parents have the opportunity to attend games and/or tournaments free of charge.</p>					
2017-18	Charles Jolly				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Equitable Access
LEA GOAL:
GOAL 3: Equitable Access (will ensure equally high outcomes for all participants).
SCHOOL GOAL #3:
Maintain safe and orderly school
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On track for graduation, Facility Inspection Tool
Findings from the Analysis of this Data:
Students need a safe and engaging academic, social-emotional, and physical school environment. Atwater will develop physically literate students with the knowledge, skills and confidence to experience a lifetime of healthy activities.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: <ul style="list-style-type: none">• Suspension/expulsion rates• Truancy rates• Dropout rate• Attendance data• Suspension rates• F rates• On track for graduation• Facility Inspection Tool

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
<p>1. Maintain safe, clean learning environments that promotes respect, fosters learning and supports a collaborative positive school culture. Yosemite High School is located at the East Campus Educational Center. This center has four different schools operating throughout the day and night. There is a comprehensive safety plan that includes all the institutions. Yosemite High School has implemented a Restorative Justice program that is serving as a medium by which students and staff are building relationships thereby cultivating a culture conducive to student success.</p>					
2017-2018	Charles Jolly Nicole Rose	school culture	None Specified	None Specified	
<p>2. Create a graduation plan and process for students returning to comprehensive sites from alternative education settings and or staying at YHS. Yosemite High School is integral in informing the receiving school of the progress students have made while at Yosemite before they transfer back to their home sites. Reporting the information in interventions so that receiving school can review the plan.</p>					
2014-2015	Charles Jolly Counselor, Kou Her	Graduation Plan and transcript review by all students.	None Specified	None Specified	
<p>3. Improve student attendance and behavior on campus. During LCAP student and parent meetings, YHS has increased the amount an numbers of rewards given out this year. Students are rewarded on a regular basis for exhibiting behavior that will make them successful. Educational field trips and special participation days for those that grades, behavior, and attendance that have moved in a positive direction. Behavior at Yosemite High School has improved due to the focus of relationship building through the restorative justice program and specialist training on positive behavior</p>					
2014-2015	Charles Jolly Nicole Rose	school cultural	None Specified	None Specified	
<p>4. Create a healthy, nutritionally sound school environment that helps all students achieve a healthy and fit lifestyle. Through health classes, PE classes and in conjunction with the cafeteria staff, Yosemite High School students are immersed in a healthy and nutritionally sound environment. The YHS Leadership class provides lunch time activities on occasion for student participation and fun.</p>					
2017-2018	Charles Jolly Erika Azevedo Martin McKellips Jeff Rivero Sandra Rowan	Health and wellness	None Specified	None Specified	
<p>5. Increase access to mental health services (addiction and crisis counseling) by hiring the following personnel where needed: behavior specialists and crisis counselors to provide direct services to students and connect with local agencies. Sierra Vista health clinician works both one on one and group sessions. Livingston Community Health services work primary with Foster Youth on campus to assist in resources and needed health referrals. YHS now has a full time Nurse that assists students and families with needed medial referrals or issues.</p>					
2017-2018	District Responsibility	Increase mental and physical health services	None Specified	None Specified	

Actions to be Taken to Reach This Goal				
Timeline	Person(s) Responsible	Proposed Expenditure(s)		
		Description	Type	Funding Source
Amount				
<p>6. Students will be physically healthy with the knowledge, skills and confidence to enjoy a lifetime of physical activities. Through health classes, PE classes and in conjunction with the cafeteria staff, Yosemite High School students are immersed in a healthy and nutritionally sound environment. The after school Assets program has an extensive intramural sports program with season sports all year for students to participate in.</p>				
2017-2018	Michelle Bliss Erika Cline Martin McKellips Jeff Rivero	Assets and after school program	None Specified	None Specified

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Recruit and retain highly qualified staff
LEA GOAL:
GOAL 4: Recruit and retain highly qualified staff.
SCHOOL GOAL #4:
Support District in recruiting and retaining highly qualified staff.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: District Williams, Rate of teacher misassignments, NCLB compliant credentials
Findings from the Analysis of this Data:
Staff who are highly qualified, credentialed and well trained contribute to the overall success and academic outcomes of students.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: <ul style="list-style-type: none"> • District Williams • Rate of teacher misassignments • NCLB compliant credentials

Actions to be Taken to Reach This Goal				
Timeline	Person(s) Responsible	Proposed Expenditure(s)		
		Description	Type	Funding Source
		1. Use multiple resources, including Edjoin, hiring fairs, incentives, etc. to recruit highly qualified and trained staff. The principal will continue to recruit teachers for CTE classes at Yosemite High School and continue professional development for rigorous instruction.		

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
2017-2018	Charles Jolly	recruitment	None Specified	None Specified	
2. Explore and negotiate options to achieve/maintain salary schedule conducive to retaining highly qualified staff.					
2017-2018	District Responsibility		None Specified	None Specified	
3. Ensure on-going professional development for certificated and classified staff so they may stay current in their field. Staff will attend various training's to increase their job specific knowledge: Aeries , literacy, Google, Hyperdoc's, and Project based learning.					
2017-2018	Charles Jolly Brooke Luker, Instructional Coach	Professional development	None Specified	Title I	6,000.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Summer school will be offered for students needing credit recovery and remediation.
SCHOOL GOAL #1:
Summer school will be offered to help students achievement and stay on track for graduation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer School	Summer 2018	Charles Jolly	remediation	None Specified	Title I	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in college and career readiness.
SCHOOL GOAL #2:
Schools will continue the on-going implementation of the Common Core State Standards, academic and behavior intervention options and remediation opportunities in preparing all students for college and careers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School will establish a minimum of two sections before, during or after school for academic remediation for students who have previously failed a course. The credit recovery program will be an online model supervised by a credentialed teacher in that subject area.	August	Guidance Associate Principal	Teacher salaries	1000-1999: Certificated Personnel Salaries	Title I	
			Teacher benefits	3000-3999: Employee Benefits	Title I	
			Instructional supplies as needed	4000-4999: Books And Supplies	Title I	
School will provide timely intervention for student behavior by supporting an intervention center with a qualified teacher, technology and materials necessary to increase student understanding of school expectations, graduation requirements and consequences of their choices.	August	Guidance Associate Principal	Teacher salaries	1000-1999: Certificated Personnel Salaries	Title I	
			Teacher benefits	3000-3999: Employee Benefits	Title I	
			Instructional supplies as needed	4000-4999: Books And Supplies	Title I	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Title I	15,405.00
None Specified	Title I	17,632.00
	Total:	33,037

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	33,037.00
Total:	33,037

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	15,405.00
None Specified	17,632.00
Total:	33,037

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,037.00
Goal 2	1,000.00
Goal 4	6,000.00
Total	33,037

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Charles Jolly	X				
Michelle Bliss			X		
Maria Marquez				X	
Claudia Macias					X
Helen Wortham				X	
Luis/Irene De La Cruz				X	
Virginia Benitez				X	
Araceli Avalos					X
Jeff Rivero		X			
Vanessa Stretch		X			
Martin McKellips		X			
Stephanie Vigil		X			
Jeffery Grimes					X
Numbers of members of each category:	1	2	0	5	2

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

Recommendations and Assurances

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

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

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on This SPSA will be voted on by the SCC at a public meeting and revised according to their instructions..

Attested:

Charles Jolly		
Typed Name of School Principal	Signature of School Principal	Date

Martin Mckellips		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date