

# **Mission Oak High School**



**Single Plan for Student Achievement  
2011-12**

**Tulare Joint Union High School District  
426 North Blackstone  
Tulare, CA. 93274**

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# The Single Plan for Student Achievement

Mission Oak High School

54-72249-5435466  
CDS Code

Date of this revision: Fall 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Tulare Joint Union High School District

The District Governing Board approved this revision of the School Plan on  
March 2012

## Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

<p>SCHOOL GOAL # 1 Increase proficiency rates in the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE) for all subgroups and thus close the achievement gap. Below are the specific goals set by stakeholders:</p> <ul style="list-style-type: none"> <li>• CST Proficiency Rates               <ul style="list-style-type: none"> <li>○ ELA – 54%</li> <li>○ History – 60%</li> <li>○ Math – 31%</li> <li>○ NCLB Science – 57%</li> <li>○ Science – 46%</li> </ul> </li> <li>• CAHSEE               <ul style="list-style-type: none"> <li>○ ELA – 87% Passing</li> <li>○ Math – 92% Passing</li> <li>○ ELA – 63% Proficient</li> <li>○ Math – 70% Proficient</li> </ul> </li> </ul>	
<p>Student groups and grade levels to participate in this goal:</p> <p>White, Hispanic, Socioeconomic Disadvantaged, English Learners and Special Education students in grades nine through twelfth.</p>	<p>Anticipated annual performance growth for each group:</p> <p>10% growth for each sub group of students</p>
<p>Means of evaluating progress toward this goal:</p> <p>Benchmark exam results            Data analysis (benchmark exams, progress and semester grades, practice standard tests scores) in content assessments for significant subgroups            Frequent formative assessments            Grades            Scores on California Standards Tests (CST) and High School Exit            Data from student survey</p>	<p>Group data to be collected to measure academic gains:</p> <p>AYP and API Data            Benchmark exams, Measuring Up results, CELDT and last year's CAHSEE</p>

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures <sup>3</sup>	Estimated Cost	Funding Source
Increase professional collaboration among faculty	June 2010 and ongoing	Providing additional collaboration time for teachers	\$2000/\$750	District Title II/Title II
Increase professional opportunities in Explicit Direct Instruction (EDI), Kagan Strategies, EL Instructional Strategies, Literacy Summit	June 2011 and ongoing	Clerical Costs Professional Development Costs	\$300 \$1500	Title I/Title III
Effective data analysis and collaboration time to review and realign curriculum and Benchmark Tests during Friday meetings	September 2010 and ongoing	No cost to District	\$0	None
Administrative instructional coaching	January 2011 and ongoing	None Cost of Tutors	\$0	None
Academic intervention (RTI)	September 2010 and ongoing	After school program grant	\$5,000	After School Grant
Writing program to Increase student achievement	September 2011 and ongoing	Clerical costs for copying materials	\$300	Title I
Offer review after school ad in classes for students before the CAHSEE and CST exams. Emphasize testing vocabulary, benchmark exam review, and test taking skills.	February 2010 and ongoing	Costs of Tutors	\$5,000	After School Grant

<sup>1</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>3</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Administer practice CAHSEE exams to Sophomores and use the results to strategically place students into CAHSEE Review geared at preparing students for CAHSEE.	March 2011 and ongoing	Clerical Costs	\$500	Title I
Offer tutoring opportunities in Mathematics throughout the year through the SMART Choices After School Program.	August 2010 and ongoing	Cost of tutors	\$5,000	After School Grant
Offer tutoring opportunities in Mathematics throughout the year at lunch time	August 2011 and ongoing	Cost of tutors	\$900/\$2,100	Title I/EIA

<p>SCHOOL GOAL # 2 Improve the percentage of completion of Mission Oak students in the A-G required courses to 40% by June 2012.          (Based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal:          White, Hispanic, Socioeconomic Disadvantaged, English Learners          and Special Education students in grades nine through twelfth.</p>	<p>Anticipated annual performance growth for each group:          8% growth in all student grade levels</p>
<p>Means of evaluating progress toward this goal:          Scores on California Standards Tests (CST) and High School Exit          Exam          Grades          Frequent formative assessments          Benchmark assessments          DFI reports-Aeries Data Management system</p>	<p>Group data to be collected to measure academic gains:          Semester grades          DFI reports-Aeries Data Management system</p>



Actions to be Taken to Reach This Goal <sup>4</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>5</sup> Completion Date	Proposed Expenditures <sup>6</sup>	Estimated Cost	Funding Source
Align curriculum and assessment to state standards	Fall 2011 and ongoing	Teacher hours for aligning curriculum and assessment.	40 hours @ \$25 per hour = \$1,000	Title I
Provide(RTI) tutoring opportunities before school, lunch, and after school	Fall 2011 and ongoing	Teachers paid for After School Tutoring.	\$5,000	After School Program
Provide training for teachers to become proficient with School City and Intel Asses.	Spring 2012 and Ongoing		-0-	
Provide students the opportunity to retake A-G courses with at grade less than a "C"	Fall 2012 and Ongoing	No cost to District	None	None
Add a counselor	Fall 2012	Counselor Salary	\$58,000	Title I
Plan visits to UC and CSU (college) campuses Develop more opportunities for students to visit colleges campuses	Fall 2012 and Ongoing	After hours – field trips Migrant Field Trips	2,800@3 trips= \$8,400	After School Program Title I

<sup>4</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>5</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>6</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>SCHOOL GOAL # 3 Increase the opportunity for students to enroll in courses at MOHS by increasing course offerings in elective, honors, and advance placement classes.</p>	
<p>Student groups and grade levels to participate in this goal:  White, Hispanic, Socioeconomic Disadvantaged, English Learners and Special Education students in grades nine through twelfth.</p>	<p>Anticipated annual performance growth for each group:  5% growth of class offerings in all student grade levels</p>
<p>Means of evaluating progress toward this goal:  A-G completion data  Student surveys  Data analysis of growth in AP/Honors courses for significant subgroups  Benchmark exam results  Scores on California Standards Tests (CST) and High School Exit Exam  Semester Grades  DFI Reports</p>	<p>Group data to be collected to measure academic gains:  Master Schedule  Roll Sheets  AP Test Results  Semester Grades  DFI Reports</p>

<p>Actions to be Taken to Reach This Goal<sup>7</sup>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>8</sup>            Completion Date</p>	<p>Proposed Expenditures<sup>9</sup></p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Examine curriculum and student needs at district, site and departmental levels</p> <p>Departments will identify needs and propose new courses or adjustments to current courses to increase the number of elective course offering, AP, and honors classes</p> <p>Provide opportunities for interdepartmental collaboration on course development</p> <p>Create a school committee to examine potential new structures (e.g., the structure of the school day, on-line learning, school within a school) to meet student needs</p> <p>Keep district committees and TJUHS informed</p>	<p>Fall 2011 and Ongoing</p> <p>Fall 2011 and Ongoing</p> <p>Fall 2011 and Ongoing</p> <p>Fall 2011 and Ongoing</p> <p>Fall 2011 and Ongoing</p>	<p>No Cost: counselors, administrators and teachers discussing course offerings with students and district office</p>	<p>None</p>	<p>None</p>

<sup>7</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>9</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>SCHOOL GOAL # 4 Increase the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.</p>	
<p>Student groups and grade levels to participate in this goal:  White, Hispanic, Socioeconomic Disadvantaged, English Learners and Special Education students in grades nine through twelfth.</p>	<p>Anticipated annual performance growth for each group:  Increased growth in all high stakes testing, graduation rate, and students completing A-G classes</p>
<p>Means of evaluating progress toward this goal:  Attendance rate at freshman orientation  Attendance rate Back to school night  Attendance rate Senior night  Attendance rate ELAC  Attendance rate PIQE  Attendance rate School Site Council meetings  Attendance rate college night  Parent Survey  Teacher Survey</p>	<p>Group data to be collected to measure academic gains:  Graduation Rate  Parent Survey  Student Survey  Attendance Sheets</p>

Actions to be Taken to Reach This Goal <sup>10</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>11</sup> Completion Date	Proposed Expenditures <sup>12</sup>	Estimated Cost	Funding Source
Provide parent informational meetings at all feeder schools on a monthly basis	Fall 2012 and Ongoing	Provide time and funding for parents to attend information meetings at feeder schools	Meetings Supplies for Mtg-\$250	Title II
Develop Phone trees created by parents to inform other parents of school information and events	Fall 2012 and Ongoing	Time for parents to work on phone trees volunteers	None	None
Provide gang training/forum and offer bully training to all students and parents	Fall 2012 and Ongoing	Gang Training/materials	\$300	After Hours Grant
Provide WASC information and Focus group training	Fall 2012 and Ongoing	Provide time and funding for parents to attend information meetings at feeder schools	Meetings Supplies for Mtg-\$250	Site discretionary Fund

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<sup>10</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>11</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>12</sup> If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

### Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$6500
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$5400
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> GATE Medical Medical MAA TCOVE	\$2500 \$2825 \$4175 \$7500
Total amount of state categorical funds allocated to this school	\$28900

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$10300
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title III, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$3000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$2825
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$1200
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input checked="" type="checkbox"/> Title IIc, VEA	\$4800
Total amount of federal categorical funds allocated to this school	\$22125
Total amount of state and federal categorical funds allocated to this school	\$51025

## 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.<sup>13</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Isidro Carrasco	X				
Christina Larrechea		X			
Diane Reis		X			
Dena Deatherage				X	
Maria Santos-Silva				X	
Jose Soto				X	
Stacy Kelly				X	
Karmela Naji					X
Deidra McKay					X
Numbers of members of each category	1	2	0	4	2

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<sup>13</sup> 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 LEA 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: March 2012.

Attested:

Isidro Carrasco  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Maria Santos Silva  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## ***I. Resources***

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Chart of Requirements for the *Single Plan for Student Achievement*
- Appendix C: School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Outline of Mission Oak School Site Council Bylaws
- Appendix G: Use of Resources
- Appendix H: Acronyms and Specialized Terms

## **Appendix A: Programs Funded through the Consolidated Application**

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

### State Programs

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

### Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs

**Appendix B: Chart of Requirements for *The Single Plan for Student Achievement***

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools **	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
<b>I. Involvement</b>															
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e) EC 52055.620(a)(4) EC 52054 EC 35294.1(b)(2)(C) 5CCR 3932 20 USC 7115(a)(1)(E) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(G) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X	X	X	X	X	X	X		
Advisory committee review & recommendations	EC 64001(a) EC 52055.620(b)(1)	X	X	X	X	X	X	X	X		X	X			
Written notice of PI status	20 USC 6316(b)(3)					X									
<b>II. Governance and Administration</b>															
Single, comprehensive plan	EC 64001(a), (d) EC 52853 EC 41572 EC 41507 EC 35294.1(a) 20 USC 7114(d)(2) 20 USC 6315(c)(1)(B) 20 USC 6314(b)(2)(A)	X	X	X	X	X			X	X	X	X	X	X	X
School site council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X			X	X	X	X		X	X

\*\* This program must be included in the *Single Plan For Student Achievement* if funds are provided to the school from the district's entitlement [EC 64001(d)]

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507													X	
	EC 35294.1(b)(1)												X		
SSC annually updates the plan	EC 64001((g) EC 35294.2(e)	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	X	X	X	X	X	X	X X	X	X	X	X	X	X	X
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
<b>III. Funding</b>															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X	X X		X	X	X	X X			
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
<b>IV. Standards, Assessment, and Accountability</b>															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X X	X	X	X	X	X			
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
	<i>EC 52853</i> <i>EC 52055.625(c)</i> <i>EC 35294.2(e)</i> <i>EC 32228.5(b)</i> <i>20 USC 7115(a)(2)</i>	X	X	X	X	X		X			X	X	X		
Ongoing monitoring and revision	<i>20 USC 6315(c)(2)(B)</i>														
Assessment results available to parents	<i>EC 35294.2(e)</i> <i>20 USC 7115(a)(1)(E)</i> <i>20 USC 6314(b)(2)(A)</i>				X						X		X		
<b>V. Staffing and Professional Development</b>															
Provide staff development	<i>EC 52853</i> <i>EC 52055.625(d)(1)(B),(C)</i>	X	X	X	X	X		X				X			
	<i>EC 32228(b)(2)</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)(1)(F)</i> <i>20 USC 6314(b)(1), (2)(A)</i>			X	X	X							X		
Budget 10% of Title I for staff development	<i>20 USC 6316(b)(3)</i>					X									
Provide highly qualified staff	<i>EC 52055.625(b), (d)</i> <i>20 USC 6315(c)(1)(E)</i> <i>20 USC 6314(b)(1), (2)(A)</i>			X	X			X							
Distribute experienced teachers	<i>EC 52055.620(d)</i>							X							
<b>VI. Opportunity &amp; Equal Educational Access</b>															
Describe instruction for at-risk students	<i>EC52853</i>	X	X	X	X	X						X			
Describe the help for students to meet state standards	<i>EC 64001(f)</i> <i>20 USC 6314(b)(1), (2)(A)</i> <i>20 USC 6315(c)</i>	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk	<i>EC 52853</i>	X	X	X	X	X						X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
students	EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)			X	X			X			X				
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
<b>VII. Teaching and Learning</b>															
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X			
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)					X	X				X				
Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X	X	X		X	X			
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X									
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)				X	X									
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)			X	X										
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X										
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)			X	X										
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)			X	X										
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)							X X			X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X			
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	X	X	X	X	X		X	X			X			
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	X	X	X	X	X		X				X			
Provide high school career preparation	5CCR 4403		X												



## **Appendix C: Mission Oak High School and Student Performance Data Forms**

The following tables are included in Appendix C. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance by Ethnicity
- Table 2: Academic Performance by Grade Level and Significant Subgroups
- Table 3: English-Language Arts & Mathematics CAHSEE
- Table 4: English-Language Arts & Mathematics Adequate Yearly Progress (AYP)
- Table 5: California English Language Development (CELDT) Data

Table 1: Academic Performance Index (API)

<b>All Students</b>				
<u>Year</u>	<u>API</u>	<u>Growth Target</u>	<u>New Target</u>	<u>Target Met</u>
2009	723	N/A	N/A	N/A
2010	723	5	728	No
2011	747	5	728	Yes

<b>Hispanics</b>				
<u>Year</u>	<u>API</u>	<u>Growth Target</u>	<u>New Target</u>	<u>Target Met</u>
2009	697	N/A	N/A	N/A
2010	701	5	701	Yes
2011	727	5	727	Yes

<b>White</b>				
<u>Year</u>	<u>API</u>	<u>Growth Target</u>	<u>New Target</u>	<u>Target Met</u>
2009	783	N/A	N/A	N/A
2010	787	5	788	No
2011	810	5	791	Yes

<b>Economically Disadvantaged</b>				
<u>Year</u>	<u>API</u>	<u>Growth Target</u>	<u>New Target</u>	<u>Target Met</u>
2009	695	N/A	N/A	N/A
2010	696	5	699	No
2011	714	5	701	Yes

<b>English Learners</b>				
<u>Year</u>	<u>API</u>	<u>Growth Target</u>	<u>New Target</u>	<u>Target Met</u>
2009	674	N/A	N/A	N/A
2010	673	5	678	No
2011	672	6	672	No

<b>Student w/Disabilities</b>				
<u>Year</u>	<u>API</u>	<u>Growth Target</u>	<u>New Target</u>	<u>Target Met</u>
2009	695	N/A	N/A	N/A
2010	696	5	699	No
2011	714	5	701	Yes

Conclusions indicated by the data:

1. Did not meet school wide API growth target in 2010, however met the growth target in 2011.
2. In 2010, two out of four significant sub-groups met their growth target. In 2011, three out of four significant sub-groups met their growth target.
3. In 2011, MOHS had double digit growth in the overall API from 723 to 747.

Table 2: California Standards Tests

Subject	2009	2010	2011
English-Language Arts Students with Scores % Proficient and Above	655 40.2 %	939 41.9%	1000 43.7%
History Students with Scores % Proficient and Above	304 36.5%	575 47.8%	634 50.5%
Mathematics Students with Scores % Proficient and Above	652 14.1%	914 18.1%	914 22.0%
Science Students with Scores % Proficient and Above	309 39.8%	311 40.8	328 47.0%
Science End-Of-Course Students with Scores % Proficient and Above	460 26.3%	723 27.8%	740 40.5%

ELA-All Students									
	2008-2009			2009-2010			2010-2011		
Grade	9	10	11	9	10	11	9	10	11
# Scores	345	310	NA	360	312	267	364	327	302
Mean Score	344	333	NA	341	339	334	350	335	333
% Adv.	12%	10%	NA	14%	16%	10%	18%	13%	14%
% Prof.	32%	25%	NA	32%	24%	29%	37%	26%	23%
% Basic	37%	41%	NA	28%	41%	36%	27%	39%	39%
% BB	14%	15%	NA	18%	14%	18%	11%	13%	19%
% FBB	5%	8%	NA	8%	5%	7%	7%	9%	6%

ELA-Percentage of Students Proficient or Advanced									
	2008-2009			2009-2010			2010-2011		
Grade Level	9	10	11	9	10	11	9	10	11
All Students	44%	35%	NA	46%	40%	39%	55%	39%	37%
Hispanic	36%	32%	NA	40%	30%	35%	51%	34%	29%
S.E.D.	36%	28%	NA	38%	29%	34%	50%	29%	29%
EL	15%	15%	NA	8%	6%	8%	21%	8%	5%

Algebra I-All Students									
	2008-2009			2009-2010			2010-2011		
Grade	9	10	11	9	10	11	9	10	11
# Scores	238	89	NA	181	95	28	192	105	43
Mean Score	297	280	NA	309	277	276	322	289	288
% Adv.	2%	0%	NA	2%	1%	0%	3%	1%	0%
% Prof	13%	8%	NA	17%	2%	11%	25%	10%	9%
% Basic	24%	16%	NA	31%	21%	11%	34%	20%	37%
% BB	43%	48%	NA	40%	45%	46%	33%	46%	26%
% FBB	19%	28%	NA	10%	31%	32%	6%	23%	28%

Algebra I-Percentage of Students Proficient or Advanced						
	2008-2009		2009-2010		2010-2011	
All Students	12%		13%		21%	
Hispanic	13%		14%		19%	
S.E.D.	11%		14%		21%	
English Learner	9%		14%		25%	

Biology/Life Sciences-All Students									
	2008-2009			2009-2010			2010-2011		
Grade	9	10	11	9	10	11	9	10	11
# Scores	NA	279	NA	NA	292	21	10	319	34
Mean Score	NA	334	NA	NA	340	325	*	342	330
% Adv.	NA	10%	NA	NA	14%	10%	*	16%	15%
% Prof	NA	22%	NA	NA	23%	14%	*	27%	15%
% Basic	NA	45%	NA	NA	47%	43%	*	32%	29%
% BB	NA	14%	NA	NA	10%	19%	*	14%	29%
% FBB	NA	10%	NA	NA	7%	14%	*	11%	12%

\*Less than 10

Chemistry-All Students						
	2008-2009		2009-2010		2010-2011	
Grade	9	10	9	11	9	11
# Scores	59	13	72	118	81	113
Mean Score	318	318	329	297	331	318
% Adv	3%	0%	6%	1%	6%	3%
% Prof	10%	23%	24%	6%	15%	11%
% Basic	58%	54%	49%	33%	58%	52%
% BB	20%	15%	15%	32%	19%	30%
% FBB	8%	8%	7%	28%	2%	4%

<b>World History-All Students</b>			
<b>World History</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
# Scores	304	311	330
Mean Score	329	349	350
% Adv	12%	22%	26%
% Prof	24%	24%	24%
% Basic	25%	27%	23%
% BB	17%	12%	11%
% FBB	21%	16%	16%

<b>U.S. History-All Students</b>			
<b>U.S. History</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
# Scores	NA	264	299
Mean Score	NA	350	355
% Adv	NA	18%	22%
% Prof	NA	33%	29%
% Basic	NA	28%	31%
% BB	NA	11%	12%
% FBB	NA	10%	7%

Conclusions indicated by the data:

1. Continued increase in the % of students scoring proficient and above in English (3.5%), Mathematics (7.9%), Science (7.2%) and History (14%).
2. Freshmen and sophomores had a growth of 9% on the English CSTs in 2011.
3. In the 2010-11 school year, the freshmen and sophomore Algebra I proficient scores increased by 9% and the mean score in all grade levels has consistently increased over two of the last three years.
4. From 2009-10 to 2010-11 school year we showed improvement in the percent of students scoring BB and FBB in Algebra I. The freshman decreased by 11%, sophomores decreased by 9%, and juniors decreased by 4%
5. The World History CST scores for proficient and advanced improved by 14% from 2008-09 to 2010-11. The percentage of students scoring BB and FBB dropped by 11% overall from 2008-09 to 2010-11.

*Table 3: English and Mathematics CAHSEE Results*

<b>10<sup>th</sup> Grade ELA</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
All	78%	78%	80%
Hispanic/Latino	72%	74%	75%
White	89%	91%	95%
English Learners	49%	55%	38%
Special Education Students	25%	33%	14%
Economically Disadvantaged	73%	73%	71%

<b>10<sup>th</sup> Grade Math</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
All	85%	81%	86%
Hispanic/Latino	84%	77%	75%
White	89%	90%	94%
English Learners	72%	65%	65%
Special Education Students	25%	50%	14%
Economically Disadvantaged	84%	79%	81%

<p>Conclusions indicated by the data:</p> <ol style="list-style-type: none"> <li>1. Percentage of students passing the English portion of the CAHSEE increased in 2011 by 2% and in Mathematics by 5%.</li> <li>2. English Learners are the lowest performing subgroup in both the English and Mathematics portion of the CAHSEE.</li> <li>3. Our passing rate in Mathematics of 86% was the highest percentage compared to state, county, and district passing rates.</li> </ol>
---

Table 4: English –Language Arts and Mathematics Adequate Yearly Progress (AYP)

	AYP English					
	2008-09		2009-10		2010-11	
	% at or Above Proficient	Met AYP	% at or Above Proficient	Met AYP	% at or Above Proficient	Met AYP
Schoolwide	42.6	No	41.1	No	52.5	Yes (SH)
Hispanic or Latino	35.4	No	35.5	No	45.2	Yes (SH)
White (not of Hispanic origin)	55.1	Yes	56.8	Yes	73.8	Yes
Socioeconomically Disadvantaged	34.6	No	33.3	No	40.8	Yes (SH)
English Learners	25.6	No	27.7	No	22.8	No

	AYP Mathematics					
	2008-09		2009-10		2010-11	
	% at or Above Proficient	Met AYP	% at or Above Proficient	Met AYP	% at or Above Proficient	Met AYP
Schoolwide	52.4	Yes	51.5	No	59.2	Yes (SH)
Hispanic or Latino	49.7	Yes	50.2	No	56.7	Yes (SH)
White (not of Hispanic origin)	59.6	Yes	58	Yes	68.8	Yes
Socioeconomically Disadvantaged	47.1	Yes	48.4	No	52.9	Yes (SH)
English Learner	46.7	Yes	45.4	No	40.6	No

Conclusions indicated by the data:

1. Significant increase in the percentage of students’ school wide.
2. In 2011 all subgroups met AYP in English and Mathematics; except our EL subgroup.
3. White subgroup has met AYP in English and Mathematics every year.

*Table 5: California English Language Development (CELDT) Data*

**CELDT RESULTS**

Overall Proficiency		2008-09					2009-10					2010-11				
Grades		9	10	11	12	Total	9	10	11	12	Total	9	10	11	12	Total
Advanced		15 15%	8 13%	NA	NA	23 14%	5 6%	8 10%	7 14%	NA	20 9%	10 10%	4 5%	7 10%	2 7%	23 8%
Early Advanced		28 29%	26 42%	NA	NA	54 34%	31 35%	30 39%	23 46%	NA	84 39%	33 32%	14 19%	34 49%	15 50%	96 35%
Intermediate		30 31%	15 24%	NA	NA	45 28%	28 31%	22 29%	12 24%	NA	62 29%	40 39%	32 44%	20 29%	8 27%	100 36%
Early Intermediate		16 16%	7 11%	NA	NA	23 14%	21 24%	10 13%	6 12%	NA	37 17%	16 16%	14 19%	7 10%	3 10%	40 15%
Beginning		8 8%	6 10%	NA	NA	14 9%	4 4%	7 9%	2 4%	NA	13 6%	3 3%	9 12%	1 1%	2 7%	15 5%
Number Tested		97	62			159	89	77	50		216	102	73	69	30	274

Conclusions indicated by the data:

1. Continued increase in the number of English Learners from 159 in 2008-09 to 216 in 2009-10 and 274 in 2010-11.
2. Slight increase in the percentage of students scoring at the intermediate levels.
3. A decrease in the percentage of 12<sup>th</sup> graders scoring at the early advanced and above.



## Appendix D: Demographic Data Summary

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or first grade. Knowing which student groups have high or low numbers and percentages of continuous enrollment is helpful in determining program services. The table represents a K-12 school but can be modified for any grade span configuration.

	2008-2009	2009-2010	2010-2011
Grade 9	383	385	398
Grade 10	332	339	357
Grade 11	0	294	314
Grade 12	0	0	260
<b>Total</b>	<b>715</b>	<b>1018</b>	<b>1329</b>

	2008-2009	2009-2010	2010-2011
American Indian	4	6	6
Asian	8	15	25
Pacific Islander	3	3	3
Filipino	3	4	5
Hispanic	455	667	882
African American	20	41	50
White, not Hispanic	204	263	341
Multiple/No Resp.	18	15	12
Two or More Races		4	5
<b>Total</b>	<b>715</b>	<b>1018</b>	<b>1329</b>

### Language Proficiency Numbers

Language Proficiency Numbers					
Year	# of LEP's	# of FEP's	# of RFEP's	Total Students	Percent of LEP's
2010-2011	264	377	372	1329	19.9%
2009-2010	217	226	206	1018	21.3%
2008-2009	217	226	116	1018	21.3%

Year	Total Students	Transferring in	Transferring out
2010-2011	1329	67	92
2009-2010	1018	64	136
2008-2009	715	54	90

Conclusions indicated by the data:

1. Significant increase in enrollment since 2008. Steady increase in Hispanic population.
2. The percentage of LEP students remains relatively the same even though the number of English learners increased from 2008-09 to 2010-11,
3. Significant increase of students transferring out in 2009-10 due to students transferring to the district's alternative site.

## Comprehensive Needs Assessment Process

The school's **process** for conducting the comprehensive needs assessment included the following activities:

<b>Date</b>	<b>Group</b>	<b>Collection and Analysis of Data Activities and Assessment Tools Used</b>
8/26/2011	Focus Group meetings	Met in focus groups to document progress on Single Plan for Student Achievement Plan
8/22/2011	Core Departments	Principal met with core departments to review data from CSTs. Departments in subject matter groups created SMART goals. Departments analyze benchmark data and revise SMART goals as needed
Every other Friday during	Departments	Meet in subject matter groups to analyze data from benchmarks. Subject matter groups complete benchmark analysis worksheets documenting areas of strength and weakness.
11/7/2011	SSC meeting	Review and update of School Site Council Plan

### The stakeholders who participated in the planning process include:

Isidro Carrasco - Principal

Barbara Orisio - Assistant Principal

Tammy Aldaco - Assistant Principal/Head Counselor

Jose Perez - Dean of Students

Bertha Martinez-Tello - Counselor

Steve Usher - Teacher

Tina Setser - Teacher

Michael Conn - Teacher

Ellen Warren - Teacher

Mission Oak Academic Parent Club

School Advisory Committee

School Site Council

District Title I Parent Advisory Committee

- District Advisory Committee for Vocational Education
- District Parent Advisory Committee for GATE
- District parent Advisory Committee for Safe and Drug Free Schools
- DELAC- District English Language Advisory Committee
- ELAC- English Language Advisory Committee
- District Migrant Advisory Committee

Mission Oak High School Faculty

## Appendix E: Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

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

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

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)

### Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

### Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
19. Fiscal support (EPC)

## **Appendix F: Outline of Bylaws**

### **MISSION OAK HIGH SCHOOL SITE COUNCIL BYLAWS**

In order to afford all stakeholders with a forum for input and review of issues affecting the mission of the school, the **Mission Oak High School Site Council** exists to

1. Provide ongoing review of the implementation of the Single Plan for Student Achievement plan with the principal, teachers and other staff members.
2. Recommend the plan and expenditures to the governing board for approval.
3. Annually evaluate the progress made toward school goals to raise the academic achievement of all students.
4. Take other actions as required by the California Education Code for the approval of grant or special funding.
5. Assist site administrators in increasing parent, student, and community involvement in the educational process at Mission Oak High School.

#### **ARTICLE I MEMBERSHIP**

##### **Section 1: Inaugural Year**

- A. For the inaugural year, members were selected from their respective groups.
- B. The 2008-2009 bylaws will be tentatively adopted by the founding committee.
- C. Effective 2009-2010, all of the following conditions will apply.
- D. All terms will reset in the 2009-2010 school year.

**Section 2: Composition.** The Mission Oak High School Site Council shall be composed of the Principal and representatives of: teachers selected by teachers' union; other school personnel selected by peers; parents of students attending the school selected and approved by the parent groups listed in Section 3 below and students elected by the ASB governing council. The school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents and/or other community members selected by parents and students.

##### **Section 3: Selection**

- A. Parents
  1. An ELD representative shall be selected from and by the English Language Advisory Committee (ELAC).

2. Parents/legal guardians shall be elected at a regular meeting of the MOHS Academic Boosters.
3. Parent/Legal Guardian council members must have a student(s) currently attending Mission Oak High School.

**B. School Staff**

1. The Principal shall serve as an automatic member.
2. A special meeting of certificated staff shall be called for the purpose of electing certificated representatives. The California Teachers Association (CTA) president of the district or representative will announce any openings in the Council available to the staff, and will advertise the selection meeting.

**C. Student membership election shall be as follows:**

1. The Principal by written notice will announce the school site council student representative vacancies through the school site bulletin and other means of publicity in the spring of each year for the upcoming school year.
2. The Activities Director shall receive nominations for students to fill any council vacancies.
3. The Associated Student Body (ASB) Legislative Council shall appoint the advisory council representative(s) from among the nominations at a Legislative Council meeting.

**D. All parent members of the council, excluding the administrator, shall serve for a two-year term, beginning with the first regular meeting following selections. Student representatives will serve one-year terms. The membership selection process for any vacancies shall occur each fall.**

**Section 4: Duties of Council Members**

- A. Council members shall attend all meetings.
- B. Council members shall carry out such duties as may be necessary for the functioning of the Council as provided for in Article II.

**Section 5: Voting Rights**

- A. Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council.
- B. Each member must be physically present to vote.

**Section 6: Termination of Membership**

- A. A member shall no longer hold membership should he or she cease to have a student at Mission Oak High School or should he or she no longer meet the membership requirements under which they were selected.
- B. Membership shall automatically terminate for any member who is absent from two regularly scheduled meetings without prior notification to the Principal.

- C. The council, by affirmative vote of two-thirds of all members may allow an elected representative who has been automatically terminated (i.e. 6B) to be reinstated, provided that a replacement has not already been selected.
- D. Votes under 6C will be conducted by secret ballot.

**Section 7: Transfer of Membership**

- A. Membership in the Council is not transferable.
- B. Membership in the Council, other than the Administrative representative, is not assignable.
- C. Only the Principal can delegate a school staff member to vote in their absence.

**Section 8: Resignation**

- A. Any member of the Council may resign by filing a written resignation with the Council chairperson.

**Section 9: Mid-Term Vacancy**

- A. Any mid-term vacancy on the council shall be filled for the remainder of the term via appointment of the Council.
- B. Appointed members must meet the qualifications provided for in these bylaws.

**ARTICLE II OFFICERS**

**Section 1: Officers**

- A. The officers of the Council shall be a chairperson, vice-chairperson and secretary or coordinator.
- B. Officers must be elected members.
- C. Student representatives are ineligible to hold any office.
- D. No more than one immediate family member can hold office in the same year.

**Section 2: Election and Term of Office**

- A. The officers of the Council shall be elected annually.
- B. The principal shall conduct the nomination and election process for officers.
- C. Upon the request of any member, the elections shall be by secret ballot.
- D. Each officer must be elected by a simple majority; in the event a tie between two nominees cannot be broken by ballot, the office shall be filled by drawing.
- E. The officers shall serve for one year or until each successor has been elected.

**Section 3: Removal**

- A. Any officer may be removed by a two-thirds vote of all members of the Council.

**Section 4: Vacancy**

- A. A vacancy in any office because of resignation, removal, disqualification or otherwise shall, by special election, be filled by the Council for the unexpired portion of that term.

**Section 5: On site Administrator**

- A. Shall serve as staff coordinator.
- B. Shall see that all notices are duly given in accordance with the provisions of these by laws.
- C. The staff coordinator shall see that all notices are duly given in accordance with the provisions of these bylaws.

**Section 6: Chairperson**

- A. The chairperson shall preside at all meetings of the Council.
- B. The chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the Council from time to time.

**Section 7: Vice-Chairperson**

- A. The vice-chairperson shall represent the chairperson in assigned duties and shall substitute for the chairperson during his or her absence.
- B. The vice-chairperson shall perform such other duties as, from time to time, may be assigned by the chairperson or by the school advisory council.

**Section 8: Secretary**

- A. The secretary shall keep the minutes of the meetings, both regular and special, of the Council.
- B. The secretary shall promptly transmit to each of the members, copies of the minutes of such meetings, and provide copies of approved minutes to anyone upon request.
- C. The secretary shall keep a register of the address and telephone number of each member of the Council which shall be furnished to the secretary or coordinator by such member.
- D. The secretary shall perform all duties incident to the office of the secretary and such other duties as, from time to time may be assigned to the office by the chairperson or by the Council.
- E. In the absence of both chairperson and vice-chairperson, the secretary shall preside over the selection of an acting chairperson.
- F. In the absence of the secretary, the chair shall appoint an acting secretary.
- G. The secretary shall submit the agenda to the principal seven business days prior to regularly scheduled meeting.



## ARTICLE III COMMITTEES

### Section 1: Standing and Special Committees

- A. The Council may from time to time establish and abolish such standing or special committees as it may desire. Each committee purpose, membership, size, and term shall be defined by the council.
- B. The Council may choose to select non-members to participate in any standing or special committees.

### Section 2: Membership

- A. The chairperson of the Council shall appoint members of the various committees with the consent of the Council.

### Section 3: Rules

- A. Each committee may adopt rules for its own government consistent with these bylaws; or with rules adopted by the Council; or with policies of the Board of Trustees.

### Section 4: Quorum

- A. Unless otherwise provided in the decision of the Council designating a committee, a majority of the present school site roster shall constitute a quorum.
- B. All decisions of the committee must have a majority vote of a quorum.

### Section 5: Vacancy

- A. A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in Section 2.

## ARTICLE IV MEETING OF THE SCHOOL SITE COUNCIL

### Section 1: Regular Meetings

- A. The Council shall meet regularly at least three times per year.

### Section 2: Special Meetings

- A. Special meetings may be called by the chairperson or by majority vote of the Council.

### Section 3: Place of Meetings

- A. The Council shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

**Section 4: Notice of Meetings**

- A. Public notice shall be given of regular meetings at least 72 hours in advance of the meeting.
- B. Any change in the established date, time or location must be given special notice.
  - 1. All special meetings shall be publicized.
  - 2. Any required notice shall be in writing or via email or telephone and shall state the day, hour and location of the meeting.
  - 3. Notice shall be delivered either personally or by mail to each member not less than 48 hours or more than two weeks prior to the date of such meeting.

**Section 5: Quorum and Decisions of the School Site Council**

- A. All decisions of the Council shall be made only after an affirmative vote has been taken at a meeting in which a quorum has been established of a majority of its members in attendance.
- B. No act or decision of the Council shall usurp the authority of the Tulare Joint Union High School Board of Trustees.

**Section 6: Conduct of Meetings**

- A. All regular and special meetings of the Council shall be conducted in accordance with a parliamentary procedure, such as Robert's Rules of Order, as adopted, and modified as necessary, by the Council.

**Section 7: Meetings Open to the Public**

- A. All regular and special meetings of the Council and of its standing or special committees shall be open at all times to the public.
- B. Closed session activity shall follow the guidelines of the Tulare Joint Union High School District Board regarding the matter.

**Section 8: Minutes and Agenda**

- A. The minutes of the Council are not official until adopted by the Council.
- B. The adopted minutes shall be maintained by the staff coordinator, who shall make copies available upon request to anyone.
- C. Council agenda shall be prepared by the chair, forwarded to staff coordinator four days prior to the meeting, and shall be included in any and all public notices of pending meetings.
- D. The staff coordinator may amend the agenda.
- E. Unless otherwise modified by the Council, the agenda sequence shall be:
  - a. Call to Order
  - b. Pledge of Allegiance
  - c. Roll Call and determination of Quorum
  - d. Public Comment (state name and address)
  - e. Reading and Adoption of the Minutes of the previous meeting
  - f. Reports
  - g. Old Business

- h. New Business
- i. Announcements
- j. Scheduling of next meeting (time, date, suggested topics)
- k. Adjournment

#### **ARTICLE V AMENDMENT**

These bylaws may be amended at any regular meeting by a two-thirds vote of the seated Council, and the consent of the Tulare Joint Union Board of Trustees.

## Appendix G: Use of Resources

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

**The state fiscal year** is the period from July 1 to June 30. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

**The federal fiscal year** is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

**Eighty-five percent** of the funds from certain programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

**Expenditures are allowable** if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources.
- Are necessary to achieve the goals of the plan.
- Provide supplementary services for eligible students.
- Do not fund services required by state law.
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund.

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

**The district must reserve funds** from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 percent to 10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district allocation

**The district may reserve funds** from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

**The district may also reserve funds** for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

## Appendix H: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	<a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a>
ADA	Americans with Disabilities Act	<a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a>
API	Academic Performance Index	<a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a>
APS	Academic Program Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps">http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps</a>
BTSA	Beginning Teacher Support and Assessment	<a href="http://www.btsa.ca.gov">http://www.btsa.ca.gov</a>
BTTP	Bilingual Teacher Training Program	<a href="http://www.cde.ca.gov/sp/el/bt">http://www.cde.ca.gov/sp/el/bt</a>
CAHSEE	California High School Exit Examination	<a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>
CBEDS	California Basic Educational Data System	<a href="http://www.cde.ca.gov/ds/ss/cb">http://www.cde.ca.gov/ds/ss/cb</a>
CBEST	California Basic Educational Skills Test	<a href="http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST">http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST</a>
CDE	California Department of Education	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
CELDT	California English Language Development Test	<a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a>
COE	County Office of Education	<a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a>
COP	Committee of Practitioners (Title I)	<a href="http://www.cde.ca.gov/sp/sw/t1/practitioners.asp">http://www.cde.ca.gov/sp/sw/t1/practitioners.asp</a>
CPM	Categorical Program Monitoring	<a href="http://www.cde.ca.gov/ta/cr/cc">http://www.cde.ca.gov/ta/cr/cc</a>
CSAM	California School Accounting Manual	<a href="http://www.cde.ca.gov/fg/ac/sa">http://www.cde.ca.gov/fg/ac/sa</a>
CSIS	California School Information Services	<a href="http://www.cde.ca.gov/ds/sd/cs">http://www.cde.ca.gov/ds/sd/cs</a>
CSR	Comprehensive School Reform	<a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a>
CTC	Commission on Teacher Credentialing	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a>
DAS	District Assistance Survey	<a href="http://www.cde.ca.gov/ta/lp/vl/documents/distassistrsrvy1.doc">http://www.cde.ca.gov/ta/lp/vl/documents/distassistrsrvy1.doc</a>
DSLIT	District/School Liaison Team	
EC	Education Code	<a href="http://www.leginfo.ca.gov/calaw.html">http://www.leginfo.ca.gov/calaw.html</a>
EDGAR	U. S. Department of Education General Administrative Regulations	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>
EL	English Learner	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ELA	English Language Acquisition	<a href="http://www.cde.ca.gov/sp/el/ii">http://www.cde.ca.gov/sp/el/ii</a>

ACRONYM	STANDS FOR	WEB ADDRESS
ELAP	English Language Acquisition Program	<a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a>
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	<a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp</a>
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
ESL	English as a Second Language	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ESLRs	Expected Schoolwide Learning Results	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FEP	Fluent-English-Proficient	<a href="http://www.cde.ca.gov/demographics">http://www.cde.ca.gov/demographics</a>
FOL	Focus on Learning	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquest/gls_fte.htm">http://data1.cde.ca.gov/dataquest/gls_fte.htm</a>
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/g/">http://www.cde.ca.gov/sp/g/</a>
GED	General Educational Development	<a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a>
HPSGP	High Priority Schools Grant Program	<a href="http://www.cde.ca.gov/ta/lp/hp/">http://www.cde.ca.gov/ta/lp/hp/</a>
IEP	Immigrant Education Program (NCLB, Title III)	<a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a>
IEP	Individualized Education Program	<a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a>
II/USP	Immediate Intervention/Underperforming Schools Program	<a href="http://www.cde.ca.gov/ta/lp/iu">http://www.cde.ca.gov/ta/lp/iu</a>
LC	Language Census	<a href="http://www.cde.ca.gov/ds/ss/lc">http://www.cde.ca.gov/ds/ss/lc</a>
LD	Learning Disabled	
LEA	Local Educational Agency	<a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a>
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	<a href="http://www.nagb.org">http://www.nagb.org</a>
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	<a href="http://www.cde.ca.gov/pr/nclb">http://www.cde.ca.gov/pr/nclb</a>
NRT	Norm-referenced Test	
PI	Program Improvement	<a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
PSAA	Public Schools Accountability Act	<a href="http://www.cde.ca.gov/psaa">http://www.cde.ca.gov/psaa</a>
PTA	Parent Teacher Association	<a href="http://www.pta.org">http://www.pta.org</a>

ACRONYM	STANDS FOR	WEB ADDRESS
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	<a href="http://www.cde.ca.gov/rocp/dsp/coord.html">http://www.cde.ca.gov/rocp/dsp/coord.html</a>
RSDSS	Regional System for District and School Support	<a href="http://www.cde.ca.gov/sp/sw/ss/s4directory.asp">http://www.cde.ca.gov/sp/sw/ss/s4directory.asp</a>
SABE/2	Spanish Assessment of Basic Education	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
SARC	School Accountability Report Card	<a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a>
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
UCP	Uniform Complaint Procedures	<a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a>
WASC	Western Association of Schools and Colleges	<a href="http://www.acswasc.org">http://www.acswasc.org</a>