

**Abraxas Continuation High School
School Plan for Student Achievement
2018-2019**



College and Career Readiness for All

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

Local School Board Approved, February 14, 2019

School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Abraxas Continuation High School	District Name	Poway Unified
Principal	Alain Henry	Superintendent	Marian Kim-Phelps, Ed.D.
Street	12450 Glen Oak Rd.	Street	15250 Avenue of Science
City, State, Zip	Poway, CA 92064-3098	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-748-5900	Phone Number	858-521-2800
FAX Number	858-679-1739	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	ahenry@powayusd.com	E-mail Address	dojohnson@powayusd.com
CDS Code	37682963735842	SARC Contact	Doug Johnson

Address: 12450 Glen Oak RD
Poway CA 92064-3299

Principal: Alain Henry

Year of Construction: 1978

Current Enrollment:

Numbers reflect enrollment totals as of October 03, 2018.

10th Grade	11th Grade	12th Grade	NG	Special Day Class
2	24	97	85	79

Enrollment History:

Numbers reflect enrollment totals as of October 03, 2018.

2016-2017	2017-2018	2018-2019
235	208	208

Student Demographics:

Percent of total school population. (Based on October 03, 2018 enrollment totals).

African-American	Asian	Caucasian	Filipino	Hispanic	Other
6%	8%	46%	9%	23%	9%

Percent of total school population. (Based on October 03, 2018 enrollment totals).

Limited English	Free/Reduced Lunch
9%	39%

Staff Demographics:

Percent of classified employees. (Based on October 03, 2018 data)

African-American	Caucasian	Hispanic	Other
3%	73%	10%	15%

Percent of credentialed teachers. (Based on October 03, 2018 data)

African-American	Asian	Caucasian	Hispanic	Other
1%	4%	64%	3%	27%

Percent Fully Credentialed: 100%

Data source- district data

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

Table of Contents

I. Vision and Organizational Directions

How will we connect our school and our efforts to the larger PUSD Strategic Vision of “College and Career Readiness for All?”

- A. PUSD Strategic Vision
- B. Site Organizational Directions

II. Assessment, Evaluation, and Analysis of Student Learning

How will we know students are learning and where are the gaps? An analysis of student learning, progress toward closing the achievement gap, and attaining college readiness.

- A. Site Assessment Plan
- B. Data Reports
- C. Data Analysis – Previous Year Goals, Areas of Strength, Areas of Need

III. Teaching and Learning

What are we going to do differently to ensure students are on track to graduate college-ready?

- A. Site-Based Literacy Plans
- B. Level Transitions

IV. Safe and Supportive Schools

How will we ensure students are provided an environment that best supports achievement?

- A. School-wide Behavioral Support Plan
- B. Drug Abuse Education Plan

V. Funding and Governance

How will our organizational, human, and monetary resources align with our efforts?

- A. Programs/Funds Included in the SPSA
- B. Centralized Services
- C. Assurances and Signatures
- D. Budget Development Forms (One form for each state/federal program with funds in the SPSA)

VI. Addendum (Optional) and/or Title I Schoolwide Plan Addendum

I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College and Career Readiness for All”

District Vision and Strategic Goals for 2013-2020

In 2013-2014, Poway Unified School District stakeholder groups met to once again develop a strategic vision and identify the future direction of the district. The Mission Statement was modified to add the element of career readiness to the previously adopted “College Readiness for All, becoming “College and Career Readiness for All.”

In addition, the PUSD Board of Education adopted three PUSD Goals:

1. Ensure each student engages in a challenging 21st Century learning experience.
2. Develop and maintain communications systems that create collective engagement among all stakeholders.
3. Create a collaborative culture of continuous learning for all staff.

District Initiatives for 2013-2020

The following District Initiatives have been identified to support the PUSD Goals.

1. Design and implement curriculum, instructional practices, and assessment systems that align with California State Standards across content areas to ensure each student will:
 - a. Engage in Inquiry Based Learning
 - b. Think Creatively and Critically
 - c. Reason Effectively
 - d. Produce/Generate Information
 - e. Solve Complex and Real World Problems
 - f. Communicate Effectively
 - g. Collaborate with Others
 - h. Recognize, Understand and Respect Cultural Diversity to ensure that all students are prepared for success in the global economy.
2. Provide comprehensive programs, services and facilities to ensure social and emotional well-being of all students and staff in a safe and secure environment.
3. Create a comprehensive communication plan that:
 - a. Utilizes a wide range of media
 - b. Provides opportunities for timely, proactive, two-way communication
4. Design and implement a comprehensive system of professional learning that:
 - a. Allows each individual to personalize learning
 - b. Provides multiple formats
 - c. Supports collaboration, inquiry and problem solving

District LCAP Goals 2018-2019

The following goals have been identified to support student achievement:

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.
2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.
3. Strengthen safe, healthy, positive, and attractive learning environment and experiences for all learners.
4. Increase student and parent engagement in learning through enhanced community involvement, two way communication, and partnerships with community businesses.
5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS (LCAP Goals 1-5)

The district vision of “College and Career Readiness for All” provides the foundation for the Local Control and Accountability Plan (LCAP) and the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

Design and implement curriculum, instructional practices and assessment systems that align with the California State Standards across content areas

Staff will participate in staff development, department collaboration, and Professional Learning Communities (PLCs) that focus on student instruction, increasing rigor, student engagement, depth of knowledge, and project-based learning.

Certificated staff will develop rubrics for evaluating essays that we will house in a google document accessible to all staff.

Administration will continue to observe classes and offer support and coaching in the implementation of the California State curriculum and instructional standards.

Certificated staff will visit other sites during professional development time to learn and implement best practices and put them into practice at Abraxas.

Staff will continue to work collaboratively to develop a variety of career and post-secondary learning opportunities for the students at Abraxas.

Student growth and development on four essential life skills will be measured quarterly, using a common rubric. The four skills are Pursuing Interests Toward a Career, Leading Responsibly and Acting Professionally, Organization and Time Management, and Communicating Effectively. The rubrics that were developed have a description of each of these skills and then a four point scale used to evaluate student growth in each of these areas.

Provide comprehensive programs, services, and facilities to ensure the social and emotional well-being of all students and staff in a safe and secure environment

Restorative Practices (formerly known as Restorative Justice) methods are implemented along with traditional discipline practices. The current administration, counselor and Student Services Specialist continue to look for alternative ways to help students understand the reasons behind their choices, learn from their choices, and develop goals for the future.

Administration reviews drills and safety checks to ensure fine tuning of emergency procedures reflected in our school's safety plan. A team comprising of administrative personnel, campus security, the custodian, teachers, students, parents and the school resource officer conduct a yearly safety review. Safety drill reviews occur after each drill to identify and correct any problems in the procedures.

The counseling office and Safe Center will continue to expand their outreach to communicate support for more students on campus.

Homeroom teachers will continue to develop relationships with students and families. These relationships are at the core of the educational mission of Abraxas.

The counseling staff, Student Services Specialist and administration will continue to research and look for campuses that have on-campus support for students with social and emotional needs for potential site visits with the purpose of developing and increasing our Social/Emotional supports for our students.

Volunteers routinely donate time, goods and services to support students' educational, social, emotional and personal needs. The Student Services Specialist, along with Abraxas administration, will continue to foster these good-will relationships.

Abraxas' Work Experience program not only offers students employment, but also provides an opportunity for students to acquire social skills, demonstrate responsibility, and a sense of personal accomplishment.

Staff has identified four essential life skills: Communicating Effectively, Organization & Time Management, Pursuing Passions, and Acting Responsibly, to be evaluated each quarter using the skills rubric.

Create a comprehensive communication plan

Because of Abraxas' small student population, and the staff's commitment to supporting the success all students, the Synergy system is used to communicate student information to all staff members on campus. RTI data is also available to specifically designated staff members.

A standing agenda structure is used for staff meetings to ensure progress updates and the continuation of ongoing conversations regarding school wide vision, intervention, instruction and curriculum.

A visual campus events calendar is updated in Google Docs and on the Abraxas website.

The Abraxas website continues to be updated and improved.

The Abraxas staff is committed to using a variety of social media outlets, such as, twitter, snap chat and Instagram to help to communicate school events to students and families. Students and families will still be updated on campus events through the homeroom teacher, Connect Ed messages and the Abraxas website.

Homeroom teachers are refining policy to include more frequent contact with parents. We have implemented a truancy policy and continue to work on improved attendance and communication regarding attendance issues.

Student Advisory Committees will be held quarterly. There will be one advisory student to represent each homeroom. The students will represent their homeroom, and present any concerns or ideas that they have. The students are expected to share the outcome of the meeting with their homeroom class the next class session.

Create a collaborative culture of continuous learning for all staff

Abraxas staff meets in Professional Learning Communities (PLCs) and has monthly staff meetings to discuss campus information, analyze data, discuss struggling students, develop curriculum, learn about potential new instructional strategies, develop career and post-secondary options, and support each other with new technology programs.

Staff meetings and staff development create opportunities for staff to lead and to train others in MyConnect, Edgenuity, Google Docs, instructional strategies and to problem solve campus issues.

Abraxas continues to build programs for our Diploma Bound and Transition (Special Education) students that promote collaboration between all students and staff. The general and special education programs continue to identify opportunities to collaborate in ways that improve the learning experience for all Abraxas students.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative	Criterion-Computer Adaptive/Performance Tests	Assess achievement of state English Language Arts and mathematics standards	Grades 3-8, 11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST)	Criterion-Computer Adaptive/Performance Test	Assess achievement of state science standards	Grades 5, 8, and once in high school typically at Grade 12	Spring	Since the adoption of the California Next Generation science standards the California Dept. of Education has been developing a new science assessment-the California Science Test (CAST). The statewide California Assessment of Student Performance and Progress (CAASPP) System includes federally required science assessments in grades five and eight and once in high school (i.e., grade ten, eleven or twelve). This science assessment is the new CAST. This assessment compares student achievement to state/district expectations. Identifies areas of strengths, challenges, and areas in need of improvement. Useful for targeting instruction.
English Language Proficiency Assessment for California (ELPAC)	Criterion-Reference Test	Measures level of achievement in English – novice, intermediate, or English proficient	All ELL students	Initially throughout the year Spring Summative	Measures the following four domains in English: listening, speaking, reading, writing. Aligned with the English Language Development Standards adopted by the State Board of Education (SBE).
CA State Dashboard	Multiple Measures	Used to determine overall program effectiveness in LCAP	Schools, Subgroups	Reported Annually	The California Dashboard contains reports that display the performance of local educational agencies (LEA's), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges and areas in need of

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
					improvement.
MAP	Criterion-Computer Adaptive/Performance tests	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide sub scores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage. Sites may also use summative data for MAP assessments to determine grade level and school-wide growth of students in overall skills in Reading, Mathematics and Language.
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and opportunities for program improvement.
Local Control Accountability Plan (LCAP) metrics	Performance	Compare school level growth areas, multiple measures aligned to district LCAP metrics	Various grade levels	Fall	Useful to identify program strengths and opportunities for program improvement.
Universal Screening	Criterion – Referenced	To assess students ability in using letter naming and phonological/phonemic awareness skills	All First Grade Students	First six weeks of school	Determine instructional needs for in class support or intervention in the area of phonemic awareness and phonics.
On Demand Writing	Criterion-Referenced	To assess our elementary students' writing competence in relationship to established rubrics	TK – 5	Throughout the year	Useful to identify students writing strengths and opportunities for improvement in the narrative, opinion, and informational genres.
Math Performance Assessment	Criterion-Referenced	To assess our elementary students' competency in solving a complex math task	TK – 5	Winter	Useful to identify students mathematical strengths and opportunities for improvement

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Credits Earned	formative and summative	This measure assesses progress towards course completion and graduation.	10-12	by credit and quarterly	This formative measure allows each student's progress towards course completion to be tracked. This, in turn, gives information relating to progress toward graduation and allows for adjustments in individual academic plans.
Attendance	summative and/or formative with intervention	To measure student daily, weekly and quarterly attendance. Students who attend school regularly have a better chance of graduating.	10-12	quarterly	Attendance can directly affect credits earned. Determines which students are at highest risk for attendance issues so that staff can develop intervention plans to re-engage students with attendance issues.
High School Graduation Rates	summative	This measure assesses overall program effectiveness and access to post-secondary options.	11-12	annually	Used to monitor long term trends

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12	varies	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Learning Styles Inventory	Formative	To determine the dominant learning style of each student.	10-12	Upon enrollment	The learning styles inventory gives overall data on the proportions of students who learn by each of the identified styles. It also gives each student information on how to optimize their learning based on their own learning style.
Writing Sample	Formative	To determine class placement and any individual support needed when entering Abraxas	10-12	Upon enrollment	The Writing Sample is given to students' Homeroom teachers as well as their English teachers. The staff will assess the needs of each student based on their current writing skills.
MAP Reading and Math assessment	Formative and summative	To determine the needs of incoming students and to measure growth during their time at Abraxas	10-12	Upon enrollment, after intervention, and before exiting	The MAP Reading and Math assessment is given when students enter Abraxas and then again when they finish both their English courses and math courses. For students whose tests indicate skill deficiencies, the data is used to assess the needs of students and to measure the growth of students after implemented interventions.
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Quarterly/ Annually	Determines frequency of individual student incidences. Shows patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
WASC	Six year review	Accreditation	School wide	2-6 years	Detailed analysis of programs and procedures validated by external review.
Graduate Exit Survey and Interviews	Questionnaire	To gather input from graduates regarding the Abraxas Educational Program effectiveness	Graduating seniors	At matriculation	Provides feedback regarding program effectiveness and student attitudes. This annual program evaluation helps drive program adjustments.

Address: 12450 Glen Oak RD
Poway CA 92064-3299

Principal: Alain Henry

Year of Construction: 1978

Current Enrollment:

Numbers reflect enrollment totals as of October 03, 2018.

10th Grade	11th Grade	12th Grade	NG	Special Day Class
2	24	97	85	79

Enrollment History:

Numbers reflect enrollment totals as of October 03, 2018.

2016-2017	2017-2018	2018-2019
235	208	208

Student Demographics:

Percent of total school population. (Based on October 03, 2018 enrollment totals).

African-American	Asian	Caucasian	Filipino	Hispanic	Other
6%	8%	46%	9%	23%	9%

Percent of total school population. (Based on October 03, 2018 enrollment totals).

Limited English	Free/Reduced Lunch
9%	39%

Staff Demographics:

Percent of classified employees. (Based on October 03, 2018 data)

African-American	Caucasian	Hispanic	Other
3%	73%	10%	15%

Percent of credentialed teachers. (Based on October 03, 2018 data)

African-American	Asian	Caucasian	Hispanic	Other
1%	4%	64%	3%	27%

Percent Fully Credentialed: 100%

Abraxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Enrollment

	2015-2016		2016-2017			2017-2018			2018-2019		
	#	%	#	%	Delta	#	%	Delta	#	%	Delta
Total Enrollment	248		234			196			204		
African American	15	6%	10	4.3%	-1.7%	6	3.1%	-1.2%	12	5.9%	2.8%
American Indian or Alaska Native	3	1.2%	5	2.1%	0.9%	3	1.5%	-0.6%	3	1.5%	0%
Asian	9	3.6%	10	4.3%	0.7%	13	6.6%	2.3%	15	7.4%	0.8%
Filipino	12	4.8%	12	5.1%	0.3%	16	8.2%	3.1%	19	9.3%	1.1%
Hispanic or Latino of Any Race	71	28.6%	68	29.1%	0.5%	51	26%	-3.1%	46	22.5%	-3.5%
Not Reported	3	1.2%	0		-1.2%			%			%
Pacific Islander	1	0.4%	2	0.9%	0.5%	4	2%	1.1%			%
Two or More Races	14	5.6%	13	5.6%	0%	11	5.6%	0%	13	6.4%	0.8%
White	120	48.4%	114	48.7%	0.3%	92	46.9%	-1.8%	96	47.1%	0.2%
Low SES	99	39.9%	89	38%	-1.9%	89	45.4%	7.4%	81	39.7%	-5.7%
EL	30	12.1%	25	10.7%	-1.4%	25	12.8%	2.1%	17	8.3%	-4.5%

Data source- Dataquest

Abraxas High
Local Control Accountability Plan (LCAP)
Smarter Balanced Assessment

English Language Arts/Literacy	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	68	18	26%	53	16	30.19%	4.19%	43	13	30.23%	0.04%
Asian	0	0	0	0	0	0	0%	0	0	0	0%
Black or African American	2	*	*	0	0	0	0%	0	0	0	0%
Filipino	3	*	*	0	0	0	0%	0	0	0	0%
Hispanic or Latino	23	4	17%	16	5	31.25%	14.25%	18	4	22.22%	-9.03%
Native Hawaiian or Pacific Islander	1	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	2	*	*	0	0	0	0%	0	0	0	0%
White	37	9	24%	26	9	34.62%	10.62%	12	4	33.33%	-1.29%
Economically Disadvantaged	33	8	24%	25	3	12.00%	-12%	16	2	12.50%	0.5%
English Learner	5	*	*	0	0	0	0%	0	0	0	0%
Students with Disability	6	*	*	0	0	0	0%	0	0	0	0%

Data source- dataquest

* 10 or below are not calculated for privacy

Abraxas High
Local Control Accountability Plan (LCAP)
Smarter Balanced Assessment

Mathematics	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	68	2	3%	51	1	1.96%	-1.04%	41	1	2.44%	0.48%
Asian	0	0	0	0	0	0	0%	0	0	0	0%
Black or African American	2	*	*	0	0	0	0%	0	0	0	0%
Filipino	3	*	*	0	0	0	0%	0	0	0	0%
Hispanic or Latino	23	0	0%	16	1	6.25%	6.25%	17	0	0.00%	-6.25%
Native Hawaiian or Pacific Islander	1	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	2	*	*	0	0	0	0%	0	0	0	0%
White	37	1	3%	25	0	0.00%	-3%	12	1	8.33%	8.33%
Economically Disadvantaged	33	0	0%	24	0	0.00%	0%	16	0	0.00%	0%
English Learner	5	*	*	0	0	0	0%	0	0	0	0%
Students with Disability	6	*	*	0	0	0	0%	0	0	0	0%

Data source- dataquest

* 10 or below are not calculated for privacy

Abraxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Early Assessment Program

ELA	2016-2017							2017-2018							
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Delta
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	%
School	56	12	23%	4	8%	16	31%	41	12	29%	0	0%	12	29%	-2%
African American or Black	2	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Asian	1	*	*	*	*	*	*	0	0	0	0	0	0	0	0
Filipino	2	*	*	*	*	*	*	6	*	*	*	*	*	*	*
Hispanic or Latino	16	4	25%	1	6%	5	31%	18	4	22%	0	0%	4	22%	-9%
Pacific Islander	1	*	*	*	*	*	*	0	0	0	0	0	0	0	0
Two or More Races	4	*	*	*	*	*	*	3	*	*	*	*	*	*	*
White (not of Hispanic origin)	30	7	27%	2	8%	9	35%	12	4	33%	0	0%	4	33%	-2%
Low SES	26	2	8%	1	4%	3	13%	16	2	13%	0	0%	2	13%	0%
ELL	7	*	*	*	*	*	*	4	*	*	*	*	*	*	*
Special Education	4	*	*	*	*	*	*	5	*	*	*	*	*	*	*

* 10 or below not

Abraxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Early Assessment Program

Math	2016-2017							2017-2018							
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Delta
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	%
School	56	1	2%	0	0%	1	2%	40	1	3%	0	0%	1	3%	1%
African American or Black	2	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Asian	1	*	*	*	*	*	*	0	0	0	0	0	0	0	
Filipino	2	*	*	*	*	*	*	6	*	*	*	*	*	*	
Hispanic or Latino	16	1	6%	0	0%	1	6%	17	0	0%	0	0%	0	0%	-6%
Pacific Islander	1	*	*	*	*	*	*	0	0	0	0	0	0	0	
Two or More Races	4	*	*	*	*	*	*	3	*	*	*	*	*	*	
White (not of Hispanic origin)	30	0	0%	0	0%	0	0%	12	1	8%	0	0%	1	8%	8%
Low SES	26	0	0%	0	0%	0	0%	16	0	0%	0	0%	0	0%	0%
ELL	7	*	*	*	*	*	*	4	*	*	*	*	*	*	
Special Education	4	*	*	*	*	*	*	4	*	*	*	*	*	*	

* 10 or below not

Abraxas High
Local Control Accountability Plan (LCAP)
Cohort Graduates

	2015-2016			2016-2017				2017-2018			
	# Cohort Students	Cohort Graduates		# Cohort Students	Cohort Graduates		Delta	# Cohort Students	Cohort Graduates		Delta
		#	%		#	%			#	%	
All Students	96	32	33.3%	97	36	37.1%	3.8%	97	45	46.4%	9.3%
African American	*	*	0%	*	*	0%	0%	*	*	0%	0%
American Indian or Alaska Native	*	*	0%	*	*	0%	0%	*	*	0%	0%
Asian	*	*	33.3%	*	*	0%	0%	*	*	0%	0%
Filipino	*	*	33.3%	*	*	0%	0%	*	*	0%	0%
Hispanic or Latino	*	*	0%	35	9	25.7%	25.7%	*	*	0%	0%
Hispanic or Latino of Any Race	21	*	19.1%	*	*	0%	0%	25	9	36.0%	16.9%
Two or More Races	*	*	40.0%	*	*	0%	0%	*	*	0%	0%
White	56	24	42.9%	46	20	43.5%	0.6%	51	25	49.0%	5.5%
Low SES	*	*	0%	*	*	0%	0%	54	24	44.4%	44.4%
Socioeconomically Disadvantaged	55	16	29.1%	68	22	32.4%	3.3%	*	*	0%	0%
English Learners	17	*	5.9%	11	3	27.3%	21.4%	*	*	0%	0%
Special Education	19	*	10.5%	18	2	11.1%	0.6%	14	2	14.3%	3.2%

Data source- dataquest

Abraxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates

	2015-2016					2016-2017						2017-2018					
	4th Year Graduate		5th Year Graduate		% Graduates	4th Year Graduate		5th Year Graduate		% Graduates	Delta	4th Year Graduate		5th Year Graduate		% Graduates	Delta
	#	%	#	%		#	%	#	%			#	%	#	%		
Abraxas High	53	27.2%	25	12.8%	40%	49	26.6%	24	13%	39.7%	-0.3%	54	30%	24	13.3%	43.3%	3.6%
African American or Black	2	*	1	*	*	5	*		*	*	*	3	*		*	*	*
American Indian or Alaskan Native		*		*	*	2	*		*	*	*	1	*		*	*	*
Asian	3	*	1	*	*	3	*	1	*	*	*	1	*		*	*	*
Filipino	3	*	3	*	*	2	*	1	*	*	*	3	*	1	*	*	*
Hispanic or Latino	15	25.9%	8	*	39.7%	12	18.2%	12	18.2%	36.4%	-3.3%	14	23.3%	7	*	35%	-1.4%
Pacific Islander		*		*	*		*		*	*	*	1	*	1	*	*	*
Two or More Races	1	*	3	*	*		*	1	*	*	*	4	*	3	*	*	*
White (not of Hispanic origin)	29	31.2%	9	*	40.9%	25	30.9%	9	*	42%	1.1%	27	32.1%	12	14.3%	46.4%	4.4%
ELL	2	*	3	*	*		*	4	*	*	*	1	*	2	*	*	*
Special Ed	7	*	4	*	13.9%		*	1	*	*	*	5	*		*	*	*
GATE	3	*		*	*	2	*		*	*	*		*	1	*	*	*

Data source- Synergy

Abraxas High

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates with at least 1 AP course with grade of C or better

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta
Abraxas High	78	4	5%	70	4	6%	%	77	2	3%	-3%
African American or Black	3	*	*	5	*	*	*	3	*	*	*
American Indian or Alaskan Native	0	0	0	2	*	*	*	1	*	*	*
Asian	4	*	*	3	*	*	*	1	*	*	*
Filipino	6	*	*	3	*	*	*	4	*	*	*
Hispanic or Latino	23	1	4%	22	2	9%	%	20	1	5%	-4%
Pacific Islander	0	0	0	0	0	0	0%	2	*	*	*
Two or More Races	4	*	*	1	*	*	*	7	*	*	*
White (not of Hispanic origin)	38	1	3%	34	1	3%	%	39	1	3%	3%
ELL	5	*	*	4	*	*	*	3	*	*	*
Low SES	0	0	0	0	0	0	0%	1	*	*	*
Special Ed	11	0	0%	1	*	*	*	5	*	*	*
GATE	3	*	*	1	*	*	*	1	*	*	*

Data source- Synergy

Abraxas High

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates who scores 3 and above on AP test

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta
Abraxas High	78	1	1%	1	*	*	*	2	*	*	*
African American or Black	3	*	*	5	*	*	*	3	*	*	*
American Indian or Alaskan Native	0	0	0%	2	*	*	*	1	*	*	*
Asian	4	*	*	3	*	*	*	1	*	*	*
Filipino	6	*	*	3	*	*	*	4	*	*	*
Hispanic or Latino	23	0	0%	22	1	5%	%	1	*	*	*
Pacific Islander	0	0	0%	0	0	0%	0%	2	*	*	*
Two or More Races	4	*	*	1	*	*	*	7	*	*	*
White (not of Hispanic origin)	38	0	0%	1	*	*	*	1	*	*	*
ELL	5	*	*	4	*	*	*	3	*	*	*
Low SES	0	0	0%	0	0	0%	0%	1	*	*	*
GATE	3	*	*	1	*	*	*	1	*	*	*
Special Ed	11	0	0%	1	*	*	*	5	*	*	*

Data source- CollegeBoard and Syn

*10 or below not shown for privacy

Abraxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates who took at least 1 AP test

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with at least 1 AP test	% with at least 1 AP test	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta
Abraxas High	78	3	4%	70	1	1%	%	77	1	1%	0%
African American or Black	3	*	*	5	*	*	*	3	*	*	*
American Indian or Alaskan Native	0	0	0%	2	*	*	*	1	*	*	*
Asian	4	*	*	3	*	*	*	1	*	*	*
Filipino	6	*	*	3	*	*	*	4	*	*	*
Hispanic or Latino	23	1	4%	22	1	5%	%	20	0	0%	-5%
Pacific Islander	0	0	0%	0	0	0%	0%	2	*	*	*
Two or More Races	4	*	*	1	*	*	*	7	*	*	*
White (not of Hispanic origin)	38	0	0%	34	0	0%	%	39	1	3%	0%
ELL	5	*	*	4	*	*	*	3	*	*	*
Special Ed	11	0	0%	1	*	*	*	5	*	*	*
GATE	3	*	*	1	*	*	*	1	*	*	*

Data source- CollegeBoard and Syn

*10 or below not shown for privacy

Abraxas High
Local Control Accountability Plan (LCAP)
Cohort Dropouts

	2015-2016		2016-2017			2017-2018		
	# Cohort Students	% Cohort Dropouts	# Cohort Students	% Cohort Dropouts	Delta	# Cohort Students	% Cohort Dropouts	Delta
All Students	96	10.4%	97	11.3%	0.9%	97	4.1%	-7.2%
African American	0	0%	0	0%	0%	0	0%	0%
American Indian or Alaska Native	0	0%	0	0%	0%	0	0%	0%
Asian	0	0%	0	0%	0%	0	0%	0%
Filipino	0	0%	0	0%	0%	0	0%	0%
Hispanic or Latino	0	0%	35	14.2%	14.2%	0	0%	0%
Hispanic or Latino of Any Race	21	9.5%	0	0%	0%	25	12.0%	2.5%
Two or More Races	0	0%	0	0%	0%	0	0%	0%
White	56	7.1%	46	8.6%	1.5%	51	2.0%	-6.6%
Low SES	0	0%	0	0%	0%	54	7.4%	7.4%
Socioeconomically Disadvantaged	55	14.5%	68	8.8%	-5.7%	0	0%	0%
English Learners	17	11.8%	11	27.2%	15.4%	0	0%	0%
Special Education	19	10.5%	18	11.1%	0.6%	14	7.1%	-4.0%

Data source- dataquest

*10 or below not shown for privacy

Abraxas High
Local Control Accountability Plan (LCAP)
Attendance Rate

	2015-2016	2016-2017		2017-2018	
	%	%	Delta	%	Delta
Abraxas High	90.1%	88%	-2.1%	69.7%	-18.3%
African American or Black	88.3%	81.3%	-7%	65%	-16.3%
American Indian or Alaskan Native	91.7%	85.8%	-5.9%	91.7%	5.9%
Asian	92.7%	91.2%	-1.5%	87.3%	-3.9%
Filipino	95.3%	93.9%	-1.4%	79.3%	-14.6%
Hispanic or Latino	87.7%	86.6%	-1.1%	63.9%	-22.7%
Pacific Islander	92.5%	91.3%	-1.2%	44.8%	-46.5%
Two or More Races	84.9%	85.3%	0.4%	72.8%	-12.5%
Undeclared	91.7%	100%	5.5%	0	0%
White (not of Hispanic origin)	91.3%	88.6%	-2.6%	69.2%	-19.4%
Low SES	87.2%	84.9%	-1.3%	63.8%	-21.1%
ELL	89.3%	88.2%	-1.1%	65.2%	-23%
Special Ed	94.1%	93.7%	-0.4%	87.3%	-6.4%
GATE	91.9%	84.5%	-7.4%	74.4%	-10.1%

Data source- Synergy

Abraxas High
Local Control Accountability Plan (LCAP)
Chronic Absentees
(Absent 10% or More of Days Enrolled at District)

	2015-2016		2016-2017			2017-2018		
	#	%	#	%	Delta	#	%	Delta
Abraxas High	137	38%	143	45%	7%	134	43%	-2%
African American or Black	6	38%	8	57%	19%	6	43%	-14%
American Indian or Alaskan Native	1	20%	3	50%	30%	0	0%	-50%
Asian	3	19%	5	33%	14%	3	19%	-14%
Filipino	3	19%	3	19%	0%	6	25%	6%
Hispanic or Latino	44	43%	51	54%	11%	45	49%	-5%
Pacific Islander	0	0%	1	33%	33%	3	75%	42%
Two or More Races	11	52%	10	56%	4%	9	45%	-11%
Undeclared	2	50%	0	0%	-33%	0	0%	0%
White (not of Hispanic origin)	67	38%	62	42%	4%	62	45%	3%
Low SES	54	49%	57	61%	11%	81	54%	-7%
ELL	14	39%	15	42%	3%	11	44%	2%
Special Ed	30	27%	20	22%	-5%	21	22%	0%
GATE	1	17%	3	60%	43%	1	50%	-10%

Data source- Synergy

Abraxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates - Meeting A-G Requirements

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# Meeting A-G Req	% Meeting A-G Req	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta
School	78	2	3%	70	0	0%	%	77	0	0%	0%
African American or Black	3	*	*	5	*	*	*	3	*	*	*
American Indian or Alaskan Native	0	0	0%	2	*	*	*	1	*	*	*
Asian	4	*	*	3	*	*	*	1	*	*	*
Filipino	6	*	*	3	*	*	*	4	*	*	*
Hispanic or Latino	23	0	0%	22	0	0%	%	1	*	*	*
Pacific Islander	0	0	0%	0	0	0%	0%	2	*	*	*
Two or More Races	4	*	*	1	*	*	*	7	*	*	*
White (not of Hispanic origin)	38	1	3%	1	*	*	*	1	*	*	*
ELL	5	*	*	4	*	*	*	3	*	*	*
Low SES	0	0	0%	0	0	0%	0%	1	*	*	*
GATE	3	*	*	1	*	*	*	1	*	*	*
Special Ed	11	0	0%	1	*	*	*	5	*	*	*

Data source- Synergy

*10 or below not shown for privacy

Abraxas High
ELPAC 2017-2018

Overall Performance Level	1	11	12	All Grades
Well Developed		*	*	*
Moderately Developed	*	*		*
Somewhat Developed			*	*
Beginning				
Total	*	*	*	13

Mean Scale Score	1	11	12
Students Tested	*	*	*
Overall	*	*	*
Oral Language	*	*	*
Written Language	*	*	*

Abraxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
CA Healthy Kids Survey - "I Feel Safe in my School"

	2016-2017									
	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree	
	#	%	#	%	#	%	#	%	#	%
My child is safe at school	6	6%	1	1%	24	25%	42	43%	24	25%

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
CA Healthy Kids Survey - Bullying Perception

	2016-2017							
	0 time		1 time		2 to 3 times		4 or more times	
	#	%	#	%	#	%	#	%
Been hit or pushed by someone who wasn't kidding around								
Abraxas High	78	86%	8	9%	3	3%	2	2%
American Indian or Alaska Native	3	50%			1	17%	2	33%
Asian	2	100%						
Black or African American	6	100%						
Mixed (two or more) races	25	86%	3	10%	1	3%		
Native Hawaiian or Pacific Islander	3	100%						
White	29	83%	5	14%	1	3%		

	#	%	#	%	#	%	#	%
Mean rumors spread about you								
Abraxas High	63	70%	7	8%	12	13%	8	9%
American Indian or Alaska Native	1	17%	1	17%	1	17%	3	50%
Asian	2	100%						
Black or African American	5	83%	1	17%				
Mixed (two or more) races	20	71%	2	7%	3	11%	3	11%
Native Hawaiian or Pacific Islander			1	33%	2	67%		
White	26	74%	2	6%	5	14%	2	6%

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Parent Survey
My Child is Safe at School

	2016-2017							
	Don't Know/NA		Disagree		Agree		Strongly Agree	
School	3	6%	2	4%	19	37%	27	53%
American Indian or Alaska Native							1	100%
Asian or Asian American							2	100%
decline to answer					2	67%	1	33%
Filipino							2	100%
Hispanic or Latino			1	13%	3	38%	4	50%
Two or more races/ethnicities	2	25%			4	50%	2	25%
White (not Hispanic)	1	4%	1	4%	9	35%	15	58%
Special Ed	1	13%	1	13%	1	13%	5	63%
GATE					1	100%		

**Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Parent Survey**

This school encourages me to be an active partner with the school

	2016-2017							
	Don't Know/NA		Disagree		Agree		Strongly Agree	
School	3	6%	3	6%	21	41%	24	47%
American Indian or Alaska Native							1	100%
Asian or Asian American							2	100%
decline to answer					2	67%	1	33%
Filipino							2	100%
Hispanic or Latino			1	13%	3	38%	4	50%
Two or more races/ethnicities	1	13%			4	50%	3	38%
White (not Hispanic)	2	8%	2	8%	11	42%	11	42%
Special Ed	1	13%			2	25%	5	63%
GATE					1	100%		

Abraaxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Unduplicated in School and Out of School Students Suspended at Least Once

	2015-2016			2016-2017				2017-2018			
	CBEDS Enrollment	Suspensions		CBEDS Enrollment	Suspensions		Delta	CBEDS Enrollment	Suspensions		Delta
		#	%		#	%			#	%	
Total Enrollment	248	40	16.1%	234	20	8.5%	-7.6%	196	14	7.1%	-1.4%
African American	15	7	46.7%	10	2	20%	- 26.7 %	6	3	50%	30%
Asian	9	1	11.1%	0	0	0%	0%	13	2	15.4%	4.3%
Hispanic or Latino of Any Race	71	8	11.3%	68	6	8.8%	-2.5%	51	3	5.9%	-2.9%
White	120	22	18.3%	114	11	9.6%	-8.7%	92	4	4.3%	-5.3%
Low SES	99	11	11.1%	89	15	16.9%	5.8%	89	7	7.9%	-9%
EL	30	4	13.3%	25	2	8%	-5.3%	0	0	0%	0%

Data source- Dataquest

Abraaxas High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
of Students Expelled At Least Once

	2015-2016			2017-2018			
	CBEDS Enrollment	Expulsions		CBEDS Enrollment	Expulsions		Delta
		#	%		#	%	
Total Enrollment	248	0	0%	196	2	1%	1%
Hispanic or Latino of Any Race		0	0%	51	2	3.9%	0%
Low SES		0	0%	89	2	2.2%	0%

Data source- CALPADS and Dataquest

Abraxas High
LOCAL CONTROL
Physical Fitness Test

	2016-2017		
	# Tested	# Scores 5 or 6	% Scores 5 or 6
<i>Grade 9</i>	1	*	*
Hispanic	1	*	*
Economically Disadvantaged	1	*	*

Data source- Dataquest

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES
(LCAP Goals 1, 2, and 5)

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2017-2018 plan

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	Increase the number of junior students who meet or exceed standards on the Spring ELA CAASP test from 30.2% to 35.0%.		X	27.9% of junior students met or exceeded standards	<p>Used Reading MAP Scores and writing samples to identify the needs of incoming students</p> <p>Approximately two thirds of students enroll at Abraxas behind in their English credits and approximately half have not taken junior level English by the time the CAASP is given</p> <p>Students behind in English credits have typically struggled with reading complex texts and with organizing their writing</p>
	Increase the number of junior students who meet or exceed standards on the Spring Math CAASP test from 2.0% to 4.0%.		X	2.38% of junior students met or exceeded standards	<p>Approximately 43% of the students completed their math requirements prior to attending Abraxas and 80% of those students did not pursue higher level math courses</p> <p>Approximately 57% of the student population arrived behind in math having not completed their freshman level math courses by junior year.</p> <p>Math teachers report that students arriving behind in math have low math skills and poor number sense</p> <p>Student math educational plans are individualized to meet their needs</p> <p>Math and Special Education teachers collaborated to support students with disabilities struggling in math</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					Math teachers developed problem solving approach to enhance understanding of basic skills and problem solving procedures
	Decrease the average number of trancies per class period from 14.4% to 11.1%.		X	The average number of trancies per class period varied from 70 to 80% depending on the period. The overall average number of trancies was 25.1%	<p>The majority of students enrolling at Abraxas have struggled with attendance for a wide variety of reasons from life circumstances to personal social-emotional difficulties.</p> <p>Homerom teachers met with students to help students identify and remove barrier to attendance</p> <p>Homerom teachers contacted parents/families/care givers to provide updates on attendance and to develop support plans for students struggling with attendance</p> <p>Administration and counselors met with students with significant attendance issues to develop attendance plans and provide support to students</p> <p>Staff adjusted schedules to accommodate students with outside of school circumstances that interfere with attendance</p> <p>Abraxas recognized student success and growth in both academic and non-academic areas at each semester's Success Assembly</p> <p>District truancy process was utilized for students approaching chronic truancy</p>
	Increase quarterly credit average from 13.5 to 16.0.		X	Quarterly credit average increased to 14.6 credits	School recognized student academic success in quarterly

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>Credit Lunch celebrations</p> <p>Abraxas recognized student success and growth in both academic and non-academic areas at each semester's Success Assembly</p> <p>Teachers reviewed students' credits and goals during home room period</p> <p>Students with low or no credit attainment were referred to administration and counseling for academic support</p> <p>Implementation of work experience and internship program</p> <p>Continued to develop wider selection of courses including development of CTE pathways, such as, Pre-Apprenticeship Program in Construction</p> <p>Began enrollment of students in concurrent classes at Palomar Community College</p>
English Learners (required)	100% of all EL students will remain advanced or increase by one level on the 2017 ELPAC.			As California has transitioned to a new English Language Proficiency assessment this year, we are unable to determine whether the goal was met, however 87.6% of students at Abraxas scored at a level 3 or 4 on the ELPAC in the spring of 2018.	<p>Students worked with EL aide in both homeroom and general classes</p> <p>EL coordinator and aide communicated with Diploma teachers regarding student progress and support</p> <p>EL aide provided one-on-one and small group instruction in literacy skills</p> <p>Provided training for Diploma staff on learning strategies for EL learners</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Students with Disabilities (required)	Increase quarterly credit average from 9.1 to 14.5 for students not chronically truant.		X	Quarterly credit average increased to 11.3 credits	<p>Conducted frequent check-ins with students and increased support as necessary including referrals to outside supports when needed</p> <p>Increased the number of Special Day Classes</p> <p>Teacher/Student conferences regarding overall credit completions occur at the end of each quarter, along with establishing goals and expectations for credit attainment for following quarter</p> <p>Developed student self-tracking system for each student</p> <p>Communicated with teacher at least once every nine days (every credit check) regarding attendance, credit attainment, and behavior</p> <p>Communicated with parents at least twice a quarter to update parents on attendance, credit attainment, and behavior</p> <p>Instructional aides provided direct support to some students in general education classes</p> <p>Special education teachers provided support and training to general education teachers regarding IEP accommodations and modifications</p>
	Increase quarterly credit average for all students with disabilities from 9.1 to 12.0.		X	Quarterly credit average increased to 10.2 credits	<p>Conducted frequent check-ins with students and increased support as necessary including referrals to outside supports when needed</p> <p>Increased the number of Special</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>Day Classes</p> <p>Teacher/Student conferences regarding overall credit completions occur at the end of each quarter, along with establishing goals and expectations for credit attainment for following quarter</p> <p>Developed student self-tracking system for each student</p> <p>Communicated with teacher at least once every nine days (every credit check) regarding attendance, credit attainment, and behavior</p> <p>Communicated with parents at least twice a quarter to update parents on attendance, credit attainment, and behavior</p> <p>Instructional aides provided direct support to some students in general education classes</p> <p>Special education teachers provided support and training to general education teachers regarding IEP accommodations and modifications</p> <p>Administration and counselors met with students with significant attendance issues to develop attendance plans and provide support to students</p> <p>Staff adjusted schedules to accommodate students with outside of school circumstances that interfere with attendance</p> <p>District truancy process was utilized for students approaching chronic truancy</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
GATE (required)	100% of GATE students complete one concurrent enrollment class prior to graduation.		X	0% of GATE students took a concurrent enrollment class	Student identified as GATE decided to wait until the 2018-2019 school year to take concurrent enrollment class
Foster Youth (required)	100% of Foster Youth will receive a Coordinated Services Plan and quarterly check-in support to ensure that each student's academic and social-emotional needs are being addressed.	X		Given that no students in Foster Care were enrolled at Abraxas during the 2017-2018 school year,	No students in Foster Care were enrolled at Abraxas during the 2017-2018 school year
Educationally Disadvantaged or Title I Students (required)	Student Services Specialist, School Counselors and/or Counseling Interns will meet with Tier 1 EDY students at least once per month.	X		94% of Tier 1 students met with either Student Services Specialist, School Counselor or Counseling Interns at least once a month	<p>Consistently tracked Tier 1 students and provided daily support to assure they are fed, sheltered, and able to focus on academics</p> <p>Provided support to meet transportation needs, i.e., bus passes</p> <p>Provided food, clothing, hygiene supplies, and school supplies as needed</p> <p>In lieu of Parent Teacher Association, Abraxas utilized a group of community volunteers to provide support in areas listed above</p> <p>Coordinated check-ins with at-risk Abraxas students</p> <p>Counselors or Student Services Specialist met with students on an as-needed basis from monthly to daily</p> <p>Counselors or Student Services Specialist provided weekly support groups</p> <p>Counselors developed confidential computerized check-in program for support services</p> <p>Staff used S-cubed process to identify students who are struggling and to develop a</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>Student Services Specialist, School Counselors and/or Counseling Interns will meet with Tier 2 & 3 EDY students at least once per quarter.</p>	X		<p>91% of Tier 2 and Tier 3 students met with either Student Services Specialist, School Counselor or Counseling Interns at least once a quarter</p>	<p>support plan for these students</p> <p>Consistently tracked Tier 2 and 3 students and provided daily support to assure they are fed, sheltered, and able to focus on academics</p> <p>Provided support to meet transportation needs, i.e., bus passes</p> <p>Provided food, clothing, hygiene supplies, and school supplies as needed</p> <p>In lieu of Parent Teacher Association, Abraxas utilized a group of community volunteers to provide support in areas listed above</p> <p>Coordinated check-ins with at-risk Abraxas students</p> <p>Counselors or Student Services Specialist met with students on an as-needed basis from quarterly to daily</p> <p>Counselors or Student Services Specialist provided weekly support groups</p> <p>Counselors developed confidential computerized check-in program for support services</p> <p>Staff used S-cubed process to identify students who are struggling and to develop a support plan for these students</p>
<p>Additional goal(s) (optional)</p>					

III. TEACHING AND LEARNING (LCAP Goals 1, 2, 4, and 5)

A. 2018-2019 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, LCAP and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning to CCSS content standards
- Research-based instructional strategies
- Response to Intervention and Instruction, both academic and socio-emotional
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups
- Attention to culturally responsive learning environments to ensure equity for all students

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	100% of students entering Abraxas will achieve one of the four following outcomes by the end of the school year: graduation from Abraxas, re-enroll for another school year, enroll in Adult Education, or complete the HiSET/GED/CASHPE.	<p>Quarterly progress monitoring of students' credit attainment</p> <p>Gold level class in which students develop post-secondary plans</p> <p>Career Development class in which students begin career exploration</p> <p>Internship and Work Experience opportunities.</p> <p>On-site HiSET/GED instruction.</p>	End of year student outcome data will be maintained for student population.	<p>Teachers</p> <p>Counselors</p> <p>Support Staff</p> <p>Media Center</p> <p>Google Class Staff Meetings (training)</p> <p>Administration</p> <p>Student data systems</p>
	Increase the number of students in their junior year who meet or exceed standards on the Spring ELA CAASP test from 27.9% to 35.0%.	<p>Use Reading MAP Scores and writing samples to identify the needs of incoming students</p> <p>English develop individual learning plans for students to complete English standards</p> <p>Students use a variety of text, online and media sources for their research and writing</p>	CAASP Data MAP Data Writing Samples Student Data Systems Teacher Observations and Assessments	<p>Teachers</p> <p>Counselors</p> <p>Support Staff</p> <p>Media Center</p> <p>Google Class Staff Meetings (training)</p> <p>Administration</p> <p>Student data systems</p>
	Increase the number of students in their junior year who meet or exceed standards on the Spring MATH CAASP test from 2.38% to 5.0%.	<p>Student math educational plans are individualized to meet their needs</p> <p>Math and Special Education teachers collaborate to support students with disabilities struggling in math</p>	CAASP Data MAP Data Student Data Systems Teacher	<p>Teachers</p> <p>Counselors</p> <p>Support Staff</p> <p>Administration</p> <p>Student data</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		Math teachers are developing problem solving approach to enhance understanding of basic skills and problem solving procedures	Observations and Assessments	systems
	Decrease the average number of trancies per class period from 25.1% to 11.1%	<p>Homeroom teachers meet with students to help students identify and remove barrier to attendance</p> <p>Homeroom teachers contact parents/families/care givers to provide updates on attendance and to develop support plans for students struggling with attendance</p> <p>Administration and counselors meet with students with significant attendance issues to develop attendance plans and provide support to students</p> <p>Staff adjusts schedules to accommodate students with outside of school circumstances that interfere with attendance</p> <p>Abraxas recognizes student success and growth in both academic and non-academic areas at each semester's Success Assembly</p> <p>District truancy process is utilized for students approaching chronic truancy</p>	Attendance Data Student Data Systems Teacher/Parent Communication Logs	Teachers Counselors Support Staff Administration Student data systems District Truancy Personnel Campus Security SRO
	Increase the overall quarterly credit average from 14.6 to 16.0 credits.	<p>School recognizes student academic success in quarterly Credit Lunch celebrations</p> <p>Abraxas recognizes student success and growth in both academic and non-academic areas at each semester's Success Assembly</p> <p>Teachers review students credits and goals during home room period</p> <p>Students with low or no credit attainment are referred to administration and counseling for academic support</p> <p>Implementation of work experience and internship program</p> <p>Staff developing Project-Based Learning approaches to increase student engagement and relevance</p> <p>Continue to develop wider selection of courses including development of CTE pathways, such as, Pre-Apprenticeship Program in Construction</p> <p>Increase number of students who enrolling in concurrent classes at Palomar Community College</p>	Quarterly and end-of-year credit totals per student Quarterly self-reflection and conference with homeroom teachers	Teachers Counselors Support Staff Media Center Google Class Staff Meetings (training) Administration Student data systems

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	100% of students enrolled in English classes will access contemporary fiction and non-fiction pieces in order to further their understanding of content as evidenced by their use of correctly cited sources in their presentations of learning.	<p>Teachers, in all subject areas, provide many opportunities for research and writing</p> <p>Teachers provide many opportunities for reading and research in a variety of projects</p> <p>In conjunction with media center, students will access and utilize available data base systems and research tools</p> <p>Teachers will provide instruction and rubric to students on proper citations</p>	Quarterly credit completion CAASP scores Teacher Observations and Assessments	Teachers Counselors Support Staff Media Center Google Class Staff Meetings (training) Administration Student data systems
<u>In addition to your schoolwide goals: include goals for critical groups</u>				
Educationally Disadvantaged Youth or Title I	School Counselors, Student Services Specialists, and Counseling Interns will meet with students identified as Tier 1 EDY at least once per month to ensure that each student's academic and social-emotional needs are being addressed.	<p>Consistently track Tier 1 students and provide daily support to assure they are fed, sheltered, and able to focus on academics</p> <p>Provide support to meet transportation needs, i.e., bus passes</p> <p>Provide food, clothing, hygiene supplies, and school supplies as needed</p> <p>In lieu of Parent Teacher Association, Abraxas utilize a group of community volunteers to provide support in areas listed above</p> <p>Coordinate check-ins with at-risk Abraxas students</p> <p>Counselors or Student Services Specialist meet with students on an as-needed basis from monthly to daily</p> <p>Counselors or Student Services Specialist provide weekly support groups</p> <p>Counselors utilize confidential computerized check-in program to track support services</p> <p>Staff use S-cubed process to identify students who are struggling and to develop a support plan for these students</p>	Student meeting list	Teachers Counselors Support Staff Administration Student data systems
	School Counselors, Student Services Specialists, and Counseling Interns will meet with students identified as Tier 2 or Tier 3 EDY at least once per quarter to ensure that each student's academic and social-emotional needs are being addressed.	<p>Consistently track Tier 2 and 3 students and provide daily support to assure they are fed, sheltered, and able to focus on academics</p> <p>Provide support to meet transportation needs, i.e., bus passes</p> <p>Provide food, clothing, hygiene supplies, and school supplies as</p>	Student meeting list	Teachers Counselors Support Staff Administration Student data systems

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>needed</p> <p>In lieu of Parent Teacher Association, Abraxas utilize a group of community volunteers to provide support in areas listed above</p> <p>Coordinate check-ins with at-risk Abraxas students</p> <p>Counselors or Student Services Specialist meet with students on an as-needed basis from quarterly to daily</p> <p>Counselors or Student Services Specialist provide weekly support groups</p> <p>Counselors utilize confidential computerized check-in program to track support services</p> <p>Staff use S-cubed process to identify students who are struggling and to develop a support plan for these students</p>		
English Learners	100% of students designated as English Learners will remain on level 3 or 4 on the ELPAC or advance to the next level.	<p>Students work with EL aide in both homeroom and general classes</p> <p>EL coordinator and aide communicate with Diploma teachers regarding student progress and support</p> <p>EL aide provides one-on-one and small group instruction in literacy skills</p> <p>Provide training for Diploma staff on learning strategies for EL learners</p>	ELPAC data reports	<p>Teachers</p> <p>Counselors</p> <p>Support Staff</p> <p>Media Center</p> <p>Google Class</p> <p>Staff meetings (training)</p> <p>Administration</p> <p>Student data systems</p> <p>EL Aide</p> <p>EL Coordinator</p>
GATE	100% of students identified as GATE will complete at least one concurrent enrollment class prior to graduation.	<p>Provide students identified as GATE students with academic counseling regarding appropriate concurrent course selection</p> <p>Provide assistance to students identified as GATE students with enrollment process and with obtaining college textbooks and/or supplies</p>	College course completion data	<p>Teachers</p> <p>Counselors</p> <p>Support Staff</p> <p>Media Center</p> <p>Google Class</p> <p>Staff Meetings (training)</p> <p>Administration</p> <p>Student data systems</p>
Students with Disabilities	Increase quarterly credit average from 11.3 to 14.5 for students with disabilities who are not chronically truant.	Conduct frequent check-ins with students and increased support as necessary including referrals to outside supports when needed	Quarterly and end-of-year credit totals per	<p>Teachers</p> <p>Counselors</p> <p>Support Staff</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>Increase the number of Special Day Classes</p> <p>Teacher/Student conferences regarding overall credit completion occur at the end of each quarter</p> <p>Teachers help students establish goals and expectations for credit attainment for following quarter</p> <p>Develop and utilize student self-tracking system for each student</p> <p>Special Education Teachers communicate with general education teachers at least once every nine days (every credit check) regarding attendance, credit attainment, and behavior</p> <p>Communicate with parents at least twice a quarter to update parents on attendance, credit attainment, and behavior</p> <p>Instructional aides provide direct support to some students in general education classes</p> <p>Special education teachers provide support and training to general education teachers regarding IEP accommodations and modifications</p>	<p>student Quarterly self-reflection and conference with homeroom teachers</p>	<p>Media Center Google Class Staff Meetings (training) Administration Student data systems</p>
	<p>Increase quarterly credit average from 10.2 to 12.5 for all students with disabilities</p>	<p>Conduct frequent check-ins with students and increased support as necessary including referrals to outside supports when needed</p> <p>Increase the number of Special Day Classes</p> <p>Teacher/Student conferences regarding overall credit completion occur at the end of each quarter</p> <p>Teachers help students establish goals and expectations for credit attainment for following quarter</p> <p>Develop and utilize student self-tracking system for each student</p> <p>Special Education Teachers communicate with general education teachers at least once every nine days (every credit check) regarding attendance, credit attainment, and behavior</p> <p>Communicate with parents at least twice a quarter to update parents on attendance, credit attainment, and behavior</p> <p>Instructional aides provide direct support to some students in general education classes</p>	<p>Quarterly and end-of-year credit totals per student Quarterly self-reflection and conference with homeroom teachers</p>	<p>Teachers Counselors Support Staff Media Center Google Class Staff Meetings (training) Administration Student data systems</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>Special education teachers provide support and training to general education teachers regarding IEP accommodations and modifications</p> <p>Administration and counselors meet with students with significant attendance issues to develop attendance plans and provide support to students</p> <p>Staff adjusts schedules to accommodate students with outside of school circumstances that interfere with attendance</p> <p>District truancy process is utilized for students approaching chronic truancy</p>		
Foster Youth	100% of students who are Foster Youth will receive a coordinated Services plan and quarterly check-in support to ensure that each student's academic and social-emotional needs are being addressed.	<p>Consistently track foster students and provide daily support to assure they are fed, sheltered, and able to focus on academics.</p> <p>Provide support to meet transportation needs, i.e., bus passes</p> <p>Provide food, clothing, hygiene supplies, and school supplies as needed</p> <p>In lieu of Parent Teacher Association, Abraxas utilizes a group of community volunteers to provide support in areas listed above</p> <p>Coordinate check-ins with at-risk Abraxas students</p> <p>Counselors or Student Services Specialist meet with students on an as-needed basis from quarterly to daily</p> <p>Counselors or Student Services Specialist provide weekly support groups</p> <p>Counselors utilize confidential computerized check-in program to track support services</p> <p>Staff use S-cubed process to identify students who are struggling and to develop a support plan for these students</p>	Student meeting list	Teachers Counselors Support Staff Administration Student data systems
Homeless	School Counselors, Student Services Specialists, and Counseling Interns will meet with students identified as homeless at least once per month to ensure that each student's academic and social-emotional needs are being addressed.	<p>Consistently track Youth in Transition students and provide daily support to assure they are fed, sheltered, and able to focus on academics.</p> <p>Provide support to meet transportation needs, i.e., bus passes</p> <p>Provide food, clothing, hygiene supplies, and school supplies as needed</p>	Student meeting list	Teachers Counselors Support Staff Administration Student data systems

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>In lieu of Parent Teacher Association, Abraxas utilizes a group of community volunteers to provide support in areas listed above</p> <p>Coordinate check-ins with at-risk Abraxas students</p> <p>Counselors or Student Services Specialist meet with students on an as-needed basis from quarterly to daily</p> <p>Counselors or Student Services Specialist provide weekly support groups</p> <p>Counselors utilize confidential computerized check-in program to track support services</p> <p>Staff use S-cubed process to identify students who are struggling and to develop a support plan for these students</p>		
Other Goals				

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
Identify and provide professional learning and collaborative time to improve instruction, develop intervention strategies and curriculum design while continuing to implement the California State Standards.	Improve communication with regard to schoolwide focus on "College and Career readiness". Increase graduation and course completion rates by hosting parent nights and involving parents in student intervention plans. Increase parent communication with Homeroom teachers and increase the use of Ed Connect.	Increase student participation in schoolwide decision making by maximizing students' presence on school and district advisory groups.
The majority of professional learning takes place in Professional Learning Communities. Ongoing PLCs include: Career/Post-secondary Options, Skills Development, and Content/Instruction.	Increase Abraxas' collaboration with parents and community members by creating meaningful volunteer opportunities on and off campus that support our students.	Administration/counseling will meet with students individually and in small groups to encourage participation in interventions to support student success (Critical Learners' Needs, Attendance, Behavior, Credit Completion).
All staff will be trained in Project-Based Learning to build capacity for the development of a project-based approach to learning that will be among the learning options for students.	The EL Coordinator plans two ELAC meetings per year. The EL Coordinator will also have a parent meeting with each ELL parent/guardian.	Staff meets with individual students who need intervention and discusses unique success strategies for that student.
Staff will work together to develop project-based units in each course. Staff will evaluate growth and development of four essential life skills each quarter. Staff are developing a career exploration pathway that starts with a Career Development class and culminates in internships and/or work experience.		Increase number of CTE pathways on campus. The construction class will offer a pre-apprenticeship pathway to the Carpentry Training Center that is open to all students in the district.
		Offer students internships, apprenticeships and community service opportunities.

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

Incoming students are supported with an Abraxas orientation program, Success Class. Students with IEPs are additionally supported with an intake meeting with an RSP or SDC teacher. In addition, Abraxas communicates with counselors and administrators at the comprehensive high schools to provide updates on Abraxas programs and initiatives, to ease the transition of Abraxas-bound students, and to explore possibilities for students who are struggling.

Abraxas supports the District's College and Career Readiness initiative. We provide a strategically designed senior English class which explores post-secondary options through assigned research projects that students reflect upon in their writing. Students are assisted in applying to local community colleges and completing their FAFSA forms for financial aid. Abraxas works in conjunction with the two closest community colleges to help transition our students to those campuses. Students have begun taking concurrent enrollment classes at Palomar Community during their tenure at Abraxas. The counselors take students to visit both Palomar and Miramar Community College before each graduation. On these community college trips, students explore programs and possible pathways to careers of interest.

Abraxas students explore career options, evaluate technical colleges and military service options on an annual basis. Students participate in mock job interviews and job shadowing. Abraxas staff works closely with the Poway Adult School to maximize the ability of students who may choose to transfer to earn a diploma. Abraxas has developed a Career Pathway option in construction that leads to industry certification, college credit, and apprenticeship and internships opportunities. Abraxas is looking to expand the CTE offerings, including adding internships and apprenticeships. Work Experience credit is also offered to any student with a part time job. The Work Experience class has been developed into a program that not only offers elective credits, but also helps students get jobs and supports them through their work experience.

During their final quarter, students participate in Gold Level which prepares students for post-secondary options. Among the tasks in Gold Level, students complete career interest surveys, post-secondary planning activities, write a resume and sample cover letters, and complete an exit interview with administration and teaching staff.

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN (LCAP Goal 4)

Recognizing that each student's education is a combination of attendance, academics and attitude, Abraxas High School strives to offer a program that achieves the proper balance. Communication among all stakeholders- educators, parents/guardians and students- is vital. None of the separate elements can accomplish the job alone and effective communication is necessary. Putting students into a learner focused environment is just one step in education. Once there, students must be motivated to pursue their educational and personal goals in order to earn a diploma. Abraxas uses a variety of positive reinforcement programs to increase motivation. For many students, the safety, order, and relational focus of Abraxas is a vital aspect of their education. Abraxas maintains high standards of student behavior and along with implementing restorative practices, has seen a decrease in student discipline. While the main purpose of Abraxas might be seen as an academic intervention, this purpose cannot be realized without a variety of interventions to meet the social, emotional and behavioral needs of students. All of these elements- communication, motivation, safety and intervention- work in concert with academics to provide a complete educational experience for every Abraxas student.

Communication Strategies:

Parent/Student Orientation

Success Class - overview of school policies/procedures for new students which includes cyber-bullying and harassment

Homeroom teacher contacts with parents

Morning announcements via intercom

Parent Night

Parent Connect Ed announcements

Abraxas Website

Positive Motivation:

Quarterly Credit Lunch for students; meeting academic standards and positive behavior/attendance measures

Individual Student Recognition; Bi-annual Success Assemblies; Quarterly Credit Lunch Celebrations

Mentor Program

All-school events, such as the annual Thanksgiving luncheon, to create a positive learning atmosphere

Student Leadership Class provides students the opportunity to develop and implement projects and programs that enhance school connectedness, increase peer to peer learning, and give back to the campus and larger community.

Abraxas Garden

Internships like Blue Apple Ranch in Ramona, Ca

Teaching Intern class work with Transition students

Catch-of-the-Day Initiative which "catches" students helping other students or staff on their own initiative. Catch-of-the-Day students are recognized at the semester Success Assemblies.

Safety and Order:

Administration review drills and safety checks to ensure fine tuning of emergency procedures reflected in our school's safety plan. A yearly safety review is conducted by a team comprising of administrative personnel, campus security, the custodian, teachers, students, parents and the school resource officer. Safety drill reviews occur after each drill to identify and correct any problems in the procedures.

Safety drills conducted are a disaster, evacuation, duck and cover, and lock-down drill. These drills occur once a semester.

Restorative Practice options for consequences

Voluntary Campus Clean-Up

Community Service Volunteer Work

Homeroom Support - Parent phone calls

Contact by District Truancy Support Personnel or Sheriff for Truancy and Absences

Home Suspension

CPR training

Intervention Services:

New students receive orientation to the school during Success Class which includes introduction to all support staff and teachers, knowledge of support groups, and instruction in Abraxas rules and procedures.

Weekly Mental Health meetings with counselors, Student Services Specialist and administration

Weekly Student Success Strategies (S3) meetings comprised of administrators, teachers, counselors and student services specialist.

Conflict Mediation

Student Assistance Services, including support to meet housing, food, transportation to school, clothing and hygiene needs

Independent Study

Work Experience

Community/Volunteer Service

Wellness Assembly

Weekly Support Groups: Girls Support; LGBTandQ Support; Guys Support; and Sober Support

Career Speaker series

SAFIR (Supporting Adolescents and Families in Recovery)

Caring Connections

Tobacco-Use Cessation strategies

Red Ribbon Week: campus-wide substance abuse prevention awareness program

Social / Emotional Counseling

Wellness Interventions: lifestyle, health, substance-abuse, and/or emotional issues counseling and referrals

Mental Health Day

Men's/Women's Day

College & Career Fair

Additional Support:

In an effort to keep students in school and on track, staff develop systems and locate resources to meet the many social, emotional and physical needs of individual students.

Consistent support from the community contributes to Abraxas success with students in this area. That support comes from civic groups, local churches, and committed community members.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9	360
Red Ribbon Week	K-12	375
SSA Support	K-3	
Tobacco Use Prevention Education	6-12	500
Character Counts	K-12	1500
Before and After School (ASES)	6-8	
Second Step	PreK-2	
Steps to Respect	3-5	
Second Step Bullying Prevention	K-5	
Sober Support Group	9-12	1440
LGBT&Q Support Group	9-12	1440
Guys Support Group	9-12	1440
Girls Support Group	9-12	1440
Weight Lifting Club	9-12	3240
Henna Club	9-12	720
Gold Level - College/Career Prep	11-12	1080
Women's & Men's Day	9-12	180
Women's Self-Defense and Empowerment Class	9-12	420
Mental Health Day	9-12	180

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA (LCAP Goals 2 and 4)

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	\$
Title I Parent Involvement	\$
LCFF Supplemental Funding - ELL	\$2,000.00
LCFF Supplemental Funding – EDY	\$5,760.00

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed and/or paid for directly by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Res	Budgeted Amount	Percentage of Total District Allocation	Total	Centralized Services (Description Below)
Title I	3010-040	1,803,860.00	22.24%	\$401,250	Required Indirect Costs and Set-asides, including professional development, school-choice transportation, and supplemental educational services.
Title I Parent Inv.	3010-045	18,038.60	5.00%	\$902	Required Indirect Costs, district-wide parent involvement
Title III – Immigrant	4201-000	94,843.00	95.42%	\$90,499	Required Indirect Costs, parent education and support, summer school, student transition, English language development class support
Title III LEP-Limited English Proficient	4203-000	421,953.00	98.04%	\$413,679	Required Indirect Costs; instructional assistants; parent liaisons; training in use of data

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

The School Site Council (SSC) recommends this SPSA and proposed expenditures 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, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.

3. 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 LEA Plan.

4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP

6. The SSC has sought and considered all recommendations from the following groups:

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Amie Macbeth		
Special Education	Anita Bhakta		
Title I (if applicable)			
Library	Kim Matsuo		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
X					2018	Alain Henry		
	X				2019	Maryam Altafi		
	X				2019	Kim Bourda		
	X				2019	Amy Echols-Starkey		
	X				2019	Scott Renner		
		X			2018	Sue Thomas		
				X	2019	Caitlyn Pierce		
				X	2019	Sara Haughelstine		
				X	2019	Jaden Padgett		
			X		2018	Cyrstal Glenwinkel		
			X		2019	Dava Leblang		
			X		2019	John Pierce		
1	4	1	3	3	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on 1/17/2019.

The signature of the Principal verifies that:

- *Information regarding school-based programs has been provided to site advisory committees or representatives.*
 - *All interested persons had the opportunity to meet to establish the SSC.*
 - *Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.*

The signature of each members of the SSC verifies that:

- *He/She has reviewed and affirmed the above listed assurances.*

Budget Development Form (LCFF Supplemental Funding - ELL)

a)	Site:	<u>Abraxas Continuation High School</u>
b)	Program:	<u>LCFF Supplemental Funding - ELL</u>
c)	Resource #:	<u>0981</u>
d)	Current Year Allocation:	<u>\$2,000.00</u>
f)	Total Entitlement:	<u>\$2,000.00</u>

OBJECT

AMOUNT

1000

Certificated Salaries (Including Fringes)

1100-xxx	Teachers Salaries (Regular/Hrly/Sub/Impact Teachers)
1200-xxx	Counselors (Regular/Hrly/Sub)
1900-xxx	Other Certificated (Regular/Hrly/Sub)

Total

2000

Classified Salaries (Including Fringes)

2100-xxx	Instructional Aid (Regular/Hrly/Sub)
2400-xxx	Clerical
2900-xxx	Student Services & Other Classified Position

2,000.00

Total

3000

Employee Benefits (Do Not Budget – Include with Salaries)

4000 & 6400

Books, Supplies and Equipment

4100 or 4200	Textbooks or Other Books
4300-010	Supplies
4300-011	Subscriptions
4300-018	Software
4300-099	Reserve
4300-090, 4400-030 or 6400-031:	Computer Equipment
4300-090, 4400-090 or 6400-091:	All Other Equipment

Total

5000

Services

5200-xxx Conference and Training Expense

5710-012 Publications

5710-130 Study Trips

5800-xxx Professional & Other Services

Total

Total Budget:

Budget Development Form (LCFF Supplemental Funding – EDY)

a)	Site:	Abraxas Continuation High School
b)	Program:	LCFF Supplemental Funding – EDY
c)	Resource #:	0980
d)	Current Year Allocation:	\$5,760.00
f)	Total Entitlement:	\$5,760.00

OBJECT

AMOUNT

1000

Certificated Salaries (Including Fringes)

1100-xxx	Teachers Salaries (Regular/Hrly/Sub/Impact Teachers)
1200-xxx	Counselors (Regular/Hrly/Sub)
1900-xxx	Other Certificated (Regular/Hrly/Sub)

Total

2000

Classified Salaries (Including Fringes)

2100-xxx	Instructional Aid (Regular/Hrly/Sub)
2400-xxx	Clerical
2900-xxx	Student Services & Other Classified Position

2,400.00

Total

3000

Employee Benefits (Do Not Budget – Include with Salaries)

4000 & 6400

Books, Supplies and Equipment

4100 or 4200	Textbooks or Other Books
4300-010	Supplies
4300-011	Subscriptions
4300-018	Software
4300-099	Reserve
4300-090, 4400-030 or 6400-031:	Computer Equipment
4300-090, 4400-090 or 6400-091:	All Other Equipment

1,000.00

100.00

Total

5000

Services

5200-xxx Conference and Training Expense
5710-012 Publications
5710-130 Study Trips
5800-xxx Professional & Other Services

644.00

1,616.00

Total

2,260.00

Total Budget:

5,760.00

VI. ADDENDUM (Optional)