

## The Combined SPSA & LCAP Template

School: Westminster High School

District: Huntington Beach Union High School District

County-District School (CDS) Code: 306654838445

Principal: Mr. Joe Fraser

Date of this revision: 1/28/15

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, the Huntington Beach Union High School District has addressed the LCAP 8 State Priority Goals.

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

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The District Governing Board approved this revision of the SPSA on .

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**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:

**LEA GOAL: 1a English Language Arts (ELA)** – Per NCLB, all students will reach high standards, at a minimum, attaining proficiency or better on CAHSEE in reading/ELA.

**LCAP GOALS:**

- All students will graduate from high school completing a rigorous course of study with a seamless transition into a career pathway and/or post-secondary education towards a viable career.
- All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.
- The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.
- Ensure access to high quality technology to support teaching and learning.

**SCHOOL GOAL(S):** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Annually increase, by at least 1%, the number of all students, including Low Income (LI), Students with Disabilities (SWD), and English Learner (EL) subgroups, who score proficient or above on the CAHSEE in English Language Arts (ELA).

1.2 Administer Smarter Balanced Assessments (SBAC) to establish new baseline English EAP data for 2014-15.

<b>What data did you use to form this goal(s)?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal(s)?</b>
CAHSEE data from 2012 through 2014. Both the pass rates and the proficiency rates were compared across all subgroups.	A gap exists between WHS students that pass the CAHSEE and those that score proficient. Although the general school population and the LI students have a fairly high pass rate of approximately 85%, the need to move all students and subgroups to proficiency is apparent.	CAHSEE data and new EAP data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring including classroom observations and analysis of remediation programs.

**Action/Services**

- 1.1 Identify and enroll struggling students in CAHSEE remediation/acceleration support courses.
- 1.2 Provide 10-week CAHSEE bootcamp to targeted group of LI, SWD, and EL students (10 consecutive Saturday's beginning 1/10/15).
- 1.3 Provide staff development in best practices in reading and writing instruction (AVID strategies, SDAIE).
- 1.4 Provide training for staff and students to prepare for the CAHSEE, EAP, SBAC and other tests.
- 1.5 Provide collaboration time and instructional rounds for teachers to share best practices.
- 1.6 Align curriculum and instructional practices to the Common Core State Standards.
- 1.7 Align formative and summative assessments to SBAC.
- 1.8 Utilize the Common Formative Assessment (CFA) process as a tool to support student academic growth and success.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP of Guidance	1.1 August 2015	1.1 District LCFF and Title 1
1.2 AP of Curriculum and Title 1 Office	1.2 Quarter 3, 2015	1.2 Title 1
1.3 AP Curriculum and TOSA	1.3 August 2015	1.3 On site trainers in addition to conferences covered by Title 1
1.4 AP Curriculum and TOSA	1.4 April 2015	1.4 On site trainers
1.5 Principal and TOSA	1.5 June 2015	1.5 Title 1
1.6 Principal, AP Curriculum, and Department Coordinators	1.6 June 2015	1.6 District LCFF
1.7 Administration and Department Coordinators (DC'S)	1.7 June 2015	1.7 No cost
1.8 Administration, DC's, and Course Leads.	1.8 June 2015	1.8 No Cost
(Note: Refer to Form F, Budget Planning Tool)		

**LEA GOAL: 1b Mathematics** – Per NCLB, all students will reach high standards, at a minimum, attaining proficiency or better on CAHSEE in mathematics, by 2013-2014.

**LCAP GOALS:**

- All students will graduate from high school completing a rigorous course of study with a seamless transition into a career pathway and/or post-secondary education towards a viable career.
- All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success
- The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.
- Ensure access to high quality technology to support teaching and learning.

**SCHOOL GOAL(S):** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Annually increase, by at least 1%, the number of all students, including Low Income (LI), Students with Disabilities (SWD), and English Learner (EL) subgroups, who score proficient or above on the CAHSEE in Mathematics.

1.2 Administer Smarter Balanced Assessments (SBAC) to establish new baseline Mathematics EAP data for 2014-15.

<b>What data did you use to form this goal(s)?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal(s)?</b>
CAHSEE data from 2012 through 2014. Both the pass rates and the proficiency rates were compared across all subgroups.	A gap exists between WHS students that pass the CAHSEE and those that score proficient. Although the general school population and the LI students have a fairly high pass rate of approximately 89%, the need to move all students and subgroups to proficiency is apparent.	CAHSEE data and new EAP data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring including classroom observations and analysis of remediation programs.

**Action/Services**

- 1.1 Identify and enroll struggling students in CAHSEE remediation/acceleration support courses.
- 1.2 Provide 10-week CAHSEE bootcamp to targeted group of LI, SWD, and EL students (10 consecutive Saturday's beginning 1/10/15).
- 1.3 Provide staff development in best practices for mathematics instruction (AVID strategies, SDAIE).
- 1.4 Provide training for staff and students to prepare for the CAHSEE, EAP, SBAC and other tests.
- 1.5 Provide collaboration time and instructional rounds for teachers to share best practices.
- 1.6 Align curriculum and instructional practices to the Common Core State Standards.
- 1.7 Align formative and summative assessments to SBAC.
- 1.8 Utilize the Common Formative Assessment (CFA) process as a tool to support student academic growth and success.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP of Guidance	1.1 August 2015	1.1 District LCFF and Title 1
1.2 AP of Curriculum and Title 1 Office	1.2 Quarter 3, 2015	1.2 Title 1
1.3 AP Curriculum and TOSA	1.3 August 2015	1.3 On site trainers in addition to conferences covered by Title 1
1.4 AP Curriculum and TOSA	1.4 April 2015	1.4 On site trainers
1.5 Principal and TOSA	1.5 June 2015	1.5 Title 1
1.6 Principal, AP Curriculum, and Department Coordinators	1.6 June 2015	1.6 District LCFF
1.7 Administration and Department Coordinators (DC'S)	1.7 June 2015	1.7 No cost
1.8 Administration, DC's, and Course Leads.	1.8 June 2015	1.8 No Cost
(Note: Refer to Form F, Budget Planning Tool)		

**LEA GOAL: 2 English Learners** - All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**LCAP GOALS:**

- **All students will graduate from high school completing a rigorous course of study with a seamless transition into a career pathway and/or post-secondary education towards a viable career.**
- **All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.**
- **The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.**
- **Ensure access to high quality technology to support teaching and learning.**

**SCHOOL GOAL(S):** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

- 1.1 Annually increase academic achievement rates, by at least 1%, in ELA and mathematics for Limited English Proficient (LEP) students on the CAHSEE.
- 1.2 Administer Smarter Balanced Assessments (SBAC) to establish new baseline EAP data for 2014-15.
- 1.3 Continue to meet the CELDT proficiency target set for LEP students.
- 1.4 Annually increase, by at least 1%, LEP students' reclassification rate.

<b>What data did you use to form this goal(s)?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal(s)?</b>
-CAHSEE data -CELDT data -EAP data	All LEP students have continued to meet the target and annually increase proficiency on the CELDT for the past four years. However, LEP students score below the school average on both the ELA and math portions of the CAHSEE which needs to continue to be a priority.	CAHSEE data, new EAP data, and CELDT scores will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring including classroom observations and analysis of remediation programs.

### Action/Services

- 1.1 Identify and enroll struggling LEP students in CAHSEE remediation/acceleration support courses.
- 1.2 Provide 10-week CAHSEE bootcamp to targeted group of LI, SWD, and EL students (10 consecutive Saturday's beginning 1/10/15).
- 1.3 Provide staff development in best practices for ELA and mathematics instruction (AVID strategies, SDAIE).
- 1.4 Provide training for staff and students to prepare for the CELDT, CAHSEE, EAP, SBAC and other tests.
- 1.5 Provide collaboration time and instructional rounds for teachers to share best practices focused on language acquisition.
- 1.6 Align curriculum and instructional practices to the Common Core State Standards.
- 1.7 Align formative and summative assessments to SBAC.
- 1.8 Utilize the Common Formative Assessment (CFA) process as a tool to support student academic growth and success.
- 1.9 Identify and provide support to low performing LEP students and their families via tutoring and parent classes.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP of Guidance	1.1 August 2015	1.1 District LCFF and Title 1
1.2 AP of Curriculum and Title 1 Office	1.2 Quarter 3, 2015	1.2 Title 1
1.3 AP Curriculum and TOSA	1.3 August 2015	1.3 On site trainers in addition to conferences covered by Title 1
1.4 AP Curriculum, TOSA, and EIA Coordinator	1.4 April 2015	1.4 On site trainers
1.5 Principal, TOSA, and EIA Coordinator	1.5 June 2015	1.5 Title 1 and EIA Budget
1.6 Principal, AP Curriculum, and Department Coordinators	1.6 June 2015	1.6 District LCFF
1.7 Administration and Department Coordinators (DC'S)	1.7 June 2015	1.7 No cost
1.8 Administration, DC's, and Course Leads.	1.8 June 2015	1.8 No Cost
1.9 Administrators, EIA/Title 1 Office, Community Liaison's and Teachers	1.9 June 2015	1.9 EIA Budget
(Note: Refer to Form F, Budget Planning Tool)		

**LEA GOAL: 3 Highly-Qualified Teachers** – All students will be taught by highly qualified teachers.

**LCAP GOALS:**

- All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.
- The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.
- Ensure access to high quality technology to support teaching and learning.

**SCHOOL GOAL(S):** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Improve the quality of instructional programs and services to meet the needs of all students.

1.2 Engage faculty and staff in opportunities to be "teacher leaders", to form supportive team partnerships, and share best practices campus-wide.

1.3 Ensure access to high quality technology to support teaching and learning.

<b>What data did you use to form this goal(s)?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal(s)?</b>
Three year site data focused on instructional rounds, professional learning communities (PLC's), and professional development (PD).	The participation of teachers in learning and growing opportunities is large, but lacks focus on sharing information, follow up trainings, or ongoing activities.	Site data focused on instructional rounds, PLC's, and PD will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring which consist of classroom observations, surveys of participation, and technology usage.

## Action/Services

- 1.1 Provide collaboration time for whole departments, vertical and horizontal teams, cross-curricular teams, and special programs in order to ensure curricular alignment, encourage cross-curricular project-based learning, and foster sharing of best practices.
- 1.2 Ensure all AP teachers have met the College Board's requirements for staff teaching an AP course, including attendance at AP summer Institute and completing AP Course Audit.
- 1.3 Engage teams to identify resources, materials, and programs to provide interventions and support for all students.
- 1.4 Utilize and/or expand existing student support programs including AVID and writing labs.
- 1.5 Continue to increase the number of A-G course listings and advanced course offerings in order to expose more students to rigorous college prep courses.
- 1.6 Utilize tools (e.g. AP Potential) to identify and counsel students with the potential to succeed in rigorous courses.
- 1.7 Implement Common Core PD fund (\$20,000) application process to support staff transition to Common Core State Standards, the Next Generation Science Standards, and other instructional strategies.
- 1.8 Continue to use Instructional Rounds methodology, practice, and dialogue to improve instruction and identify best practices.
- 1.9 Embed the effective use of technology (e.g. Canvas) in all curricular areas to enhance teaching and learning.
- 1.10 Provide staff led technology PD on a regular and ongoing basis as determined by staff needs.
- 1.11 Work with the district, site, and community partnerships to provide staff and students with access to high quality technology such as Chrome Books, and scientific calculators.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 Principal, AP Curriculum	1.1 June 2015	1.1 No cost for calendar time; Title 1 for additional pull out days.
1.2 AP Coordinator	1.2 June 2015	1.2 District LCFF
1.3 Principal, AP Supervision, support staff	1.3 June 2015	1.3 No cost
1.4 Principal, AP Guidance, AVID site team	1.4 June 2015	1.4 Title 1; United Way Grant
1.5 AP Curriculum	1.5 June 2015	1.5 District LCFF
1.6 AP Guidance	1.6 June 2015	1.6 No cost
1.7 Principal, AP Curriculum	1.7 June 2015	1.7 \$20,000-district Common Core PD Fund
1.8 Principal, AP Curriculum, TOSA	1.8 June 2015	1.8 Title 1
1.9 Principal, AP Curriculum	1.9 June 2015	1.9 District LCFF
1.10 Principal, AP Curriculum	1.10 June 2015	1.10 No Cost
1.11 Principal, AP Curriculum	1.11 June 2015	1.11 \$23,000-HBUHSD Technology Refresh Budget; Title 1
<b>(Note: Refer to Form F, Budget Planning Tool)</b>		

LEA Goal: 3 Highly  
Qualified Teachers

**LEA GOAL: 4 All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

**LCAP GOALS:**

- All schools are clean, safe and have a positive climate that supports the academic, emotional and physical needs of students through appropriate supervision, positive behavior interventions and customer service.
- All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success.
- The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.
- Ensure access to high quality technology to support teaching and learning.

**SCHOOL GOAL(S):** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 WHS students will be educated in a learning environment that is safe, drug-free, and conducive to learning.

1.2 WHS will support students' academic, emotional, and physical needs through appropriate supervision, staff training, positive behavior interventions to support and rehabilitate students, and a culture of student engagement.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
-Attendance data from 2012 through 2014. - Suspension and expulsion data from 2012 through 2014. -CA Healthy Kids Survey, 2013-14	Although attendance rates have increased and suspensions have decreased, seemingly as a result of implementing more in-house suspensions, a focus on support structures in the classrooms as well as positive behavior interventions are still needed.	Attendance, suspension, and expulsion data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring including a presence on campus and in classroom and analyses of intervention programs.

## Action/Services

- 1.1 Implement drug and alcohol cessation program, New Beginnings (HBUHSD).
- 1.2 Provide ongoing parent trainings inclusive of drug and alcohol awareness and college and career readiness, Parent University (HBUHSD).
- 1.3 Continue to collaborate with OC Human Relations Bridges program in order to create a campus where all students feel safe from physical and social violence, feel welcomed and respected regardless of differences, and where all students have the resources and opportunities to have access to an equal education.
- 1.4 Provide OC Human Relations workshops to staff in the areas of conflict management, creating a positive school climate, and cross-cultural communication.
- 1.5 Continue Text-a-Tip and increase student awareness of the program and its benefits.
- 1.6 Continue with the current student recognition program, SWAG, to encourage positive student behavior in the areas of academics, school spirit, and character.
- 1.7 Identify and implement classroom practices to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.
- 1.8 Improve digital literacy and cyber citizenship.
- 1.9 Analyze and use the results of the 2014 California Healthy Kids Survey to identify at-risk behavior and trends.
- 1.10 Develop protocols (e.g. student senate, Link Crew, student roter sections) that lead to increased student participation in extra-curricular activities.
- 1.11 Annually review and communicate safety plan and practice drills.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP Supervision	1.1 June 2015	1.1 District LCFF
1.2 District staff, AP Curriculum	1.2 June 2015	1.2 District LCFF
1.3 Bridges staff, AP Curriculum	1.3 June 2015	1.3 Title 1
1.4 Principal, AP Curriculum	1.4 June 2015	1.4 Title 1
1.5 AP Supervision	1.5 June 2015	1.5 No cost
1.6 Principal, TOSA	1.6 June 2015	1.6 Title 1
1.7 Principal, AP Curriculum, AP Supervision, Discipline committee	1.7 June 2015	1.7 District LCFF
1.8 Principal, AP Supervision	1.8 June 2015	1.8 District LCFF
1.9 Principal and Assistant Principals	1.9 June 2015	1.9 No cost
1.10 Principal, AP Activities	1.10 June 2015	1.10 District LCFF
1.11 AP Supervision	1.11 April 2015	1.11 District LCFF
(Note: Refer to Form F, Budget Planning Tool)		

**LEA GOAL: 5 All students will graduate from high school.**

**LCAP GOALS:**

- All students will graduate from high school completing a rigorous course of study with a seamless transition into a career pathway and/or post-secondary education towards a viable career.
- All students will have access to the most rigorous courses with support structures (including intervention and technology) to ensure their success
- The Common Core State Standards will guide the curriculum and instructional strategies to provide all students with skills needed for college and career success.
- Ensure access to high quality technology to support teaching and learning.

**SCHOOL GOAL(S):** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Increase annually the overall graduation rate, as well as the number of students who graduate from WHS completing A-G coursework requirements by at least 1%.

1.2 Continue to provide moderate to severe SWD opportunities to learn appropriate independent living skills and prepare for life through the VOICES program.

<b>What data did you use to form this goal(s)?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal(s)?</b>
-Graduation data from 2011 through 2013 -A-G data for the class of 2014	The graduation rate has gradually increased over the past few years; however a gap exists between all student when compared to the SWD subgroup. It was noted that WHS serves a moderate to severe disabled population for whom graduation is often not a reality. However, the VOICES program focuses on giving every opportunity for these students to learn life skills imperative for their future. The number of students completing A-G requirements is approximately 50% overall, but much lower for SWD and EL's by approximately 25% and 10% respectively.	Graduation and A-G data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring including classroom observations and analysis of remediation/intervention programs.

### Action/Services

- 1.1 Expand awareness and enrollment in college readiness testing to prepare students for college entrance exams and career exploration.
- 1.2 Implement intervention programs and classes that support students in achieving success in rigorous courses (e.g. K11 Tutoring, Project HOPE, UCLA's Writing Lab).
- 1.3 Increase the number of A-G approved courses, Career Technical Education (CTE) in particular.
- 1.4 Provide guidance and services to students and parents regarding equal access to curricula and post-secondary options.
- 1.5 Continue to implement and expand rigorous alternative education classes (e.g. credit recovery).
- 1.6 Expand awareness and participation in CTE, CSU, UC, and financial aid workshops.
- 1.7 Provide multiple pathways for student success in postsecondary programs.
- 1.8 Provide assessment fee waivers (e.g. PSAT, SAT, ACT, AP) to ensure educational opportunity to all students, characterized by quality and equality.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 Principal, AP Guidance	1.1 April 2015	1.1 District LCFF
1.2 AP Curriculum, Title 1 office	1.2 June 2015	1.2 Title 1
1.3 AP Curriculum	1.3 June 2015	1.3 District LCFF
1.4 AP Guidance, College/Career Specialist	1.4 June 2015	1.4 District LCFF
1.5 Principal, AP Curriculum	1.5 August 2015	1.5 District LCFF; Title 1
1.6 AP Guidance, College/Career Specialist	1.6 March 2015	1.6 District LCFF
1.7 AP Guidance, AP Curriculum	1.7 June 2015	1.7 Title 1
1.8 Principal and Assistant Principals	1.8 June 2015	1.8 District LCFF; Title 1
(Note: Refer to Form F, Budget Planning Tool)		

**LEA GOAL: 6 Parent & Community Participation**

**LCAP GOAL:**

- **Increase opportunities for parent/guardian engagement in matters related to students' academic endeavors, as well as site and district decision making.**

**SCHOOL GOAL(S):** (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Increase opportunities for parent/guardian and community engagement in matters related to student academic endeavors and site decision making.

1.2 Increase opportunities for community relations, partnerships, and support.

<b>What data did you use to form this goal(s)?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal(s)?</b>
-Hispanic Parent Workshop data -Vietnamese Parent Workshop data -College and Career Center data	Although WHS offers valuable workshops and programs for parents and attendance has been increasing, there may be a need to expand programs to additional subgroups of parents while continuing to provide the information in parents' native languages. Community partnerships with United Way and College Pathway Partners are proving to be valuable to the school. Expanding business and community partnerships will enable WHS to continue to provide meaningful and relevant opportunities to students.	Designated community liaisons and the College and Career Center will continue to collect data pertaining to each event. The data will be shared with administration and analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring and reporting.

**Action/Services**

- 1.1 Work with PTSA to increase parent participation and attendance in PTSA meetings.
- 1.2 Increase awareness of HBUHSD Parent University events through communication in order to encourage greater participation.
- 1.3 Increase business partnerships to provide additional career building skills and programs to all students.
- 1.4 Provide training on how to navigate the parent/student portal to increase use of online tools to monitor students' academic progress.
- 1.5 Expand the Parent Resource Center and parental access to educational resources, computer kiosks, and language support.
- 1.6 Increase outreach efforts to encourage parental participation in workshops and decision making.
- 1.7 Develop, maintain, and strengthen relationships based on trust, respect, and effective communication among staff, students, families, and the community.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 Principal, Community Resource Coordinator	1.1 June 2015	1.1 No cost
1.2 AP Curriculum	1.2 June 2015	1.2 No cost
1.3 Principal, College/Career Specialist	1.3 June 2015	1.3 Title 1
1.4 AP Curriculum, Community Resource Coordinator, TRT	1.4 June 2015	1.4 No cost
1.5 Community Resource Coordinator, Community liaisons	1.5 June 2015	1.5 District LCFF
1.6 Community Resource Coordinator, Community liaisons	1.6 June 2015	1.6 No cost
1.7 Administration, Community liaisons	1.7 June 2015	1.7 No cost
		(Note: Refer to Form F, Budget Planning Tool)