

Accelerated Charter High School



ACCELERATED
CHARTER HIGH SCHOOL

Single Plan for Student Achievement 2016 - 2017

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

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The Single Plan for Student Achievement

Accelerated Charter High School

54-72249-0133793
CDS Code

Date of this revision: Fall 2016

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

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

Contact Person: Wendi Powell

Position: Principal

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Tulare Joint Union High School District

The District Governing Board approved this revision of the School Plan on _____.

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>White, Hispanic, Socioeconomic Disadvantaged, English Learners and Special Education students in grades eleven and twelfth.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Establish a baseline of students passing core courses at 65%.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Interim Assessments Grades Data analysis of growth on common formative and summative assessments for significant subgroups Interim Assessments Individual Response to Intervention (RTI) support</p>	<p>Group data to be collected to measure academic gains:</p> <p>Passing rate of students in Math, English Language Arts, Social Science, and Science every six weeks Formative assessment results Summative assessment results Interim Assessments RTI data daily RTI data weekly</p>

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
<p>1. Continue to provide release time for professional learning communities and professional development to focus on supporting teachers in meeting the needs of our students in common core, Next Generation Science Standards, and specifically supporting our students with the concepts and skills necessary to be college and career ready</p> <p>2. Implement the CPM curriculum in Integrated Math 1 and support the implementation through support Professional Learning Community.</p> <p>3. Implement Expository Reading and Writing Course (ERWC) on site to support student to be college and career ready</p> <p>4. Establish a Response to Intervention system where teachers can identify students in need of support in core classes in concepts and skills necessary to be college and career ready.</p> <p>5. Increased use of Interim Assessments for students prior to taking the SBAC in the Spring.</p>	Ongoing	Providing additional collaboration and professional development time for teachers Clerical Costs	\$2000 \$500	District LCFF
	Ongoing	Clerical Cost/supplies Cost of Teachers' Time	\$500	LCFF
	Ongoing	Clerical costs for copying materials Substitute Cost	\$300 \$300	LCFF LCFF
	Ongoing	Clerical Costs Substitute Costs	\$300 \$500	Title I Title I
	Ongoing	Clerical Costs for copying materials and supplies	\$300	LCFF

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

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

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

6. Creation of an RTI Math Lab for RTI period, 5 days a week 2 hours a day.	Sept 2016	Cost of Tutors	\$7000	District
7. Increase Career Technical Education course offerings through the College of the Sequoias in manufacturing and electrical	Ongoing	COS Instructor and Course Offerings	\$80,000	Grant
		Materials and supplies	\$624	VEA
8. Provide career exploration opportunities for all students through Naviance.	Spring 2017	Naviance license		District

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 2 All English Learners will improve their English Language Acquisition and achievement.</p>	
<p>Student groups and grade levels to participate in this goal: English Learners in grades ten through twelfth.</p>	<p>Anticipated annual performance growth for each group: Increase the percent of students scoring proficient or above on the CELDT from 41% (based on the district's 2015-16 calculations to 45%).</p>
<p>Means of evaluating progress toward this goal: CEDLT Results Reclassification data Passage Rate of core classes RTI Support</p>	<p>Group data to be collected to measure academic gains: Semester grades for all core classes Percentage of students scoring Early Advanced or higher on the CELDT D and F list Daily and Weekly RTI support</p>

Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
1. Provide ELD support in the student's schedule	Spring Semester	Cost to hire a 1/3 rd credentialed employee to provide ELD support	\$15,000	LCFF
2. Provide staff development on embedding ELD Standards and instructional strategies in Social Science, Mathematics, ERWC, and Science	Ongoing	Clerical Costs Substitute Costs Staff Development	\$250 \$1000 \$3500	LCFF LCFF District
3. RTI Support	Ongoing	Clerical costs and supplies	\$624	Title III
4. Students will participate in Math Lab for after-school tutoring.	Ongoing	Tutors	\$2500	District

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

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

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

Form 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.</p>	
<p>Student groups and grade levels to participate in this goal: All students that include White, Hispanic, Socioeconomic Disadvantaged, English Learners, and Special Education student in grades ten through 12.</p>	<p>Anticipated annual performance growth for each group: Establish a baseline percentage of students who demonstrate readiness for English and Math College Level Work through the EAP test.</p>
<p>Means of evaluating progress toward this goal: Aeries Counseling Visitation Log Student discipline referrals Monthly suspension data Annual suspension data Establish a PBIS team and implementation plan</p>	<p>Group data to be collected to measure the reduction in the overall referral and suspension rates: Referral Rates Monthly suspension rates Annual suspension rates</p>

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source
1. Establish a new PBIS referral and refer to students to the counselor, prior to a referral to the student's Dean.	Ongoing	PBIS referral form Substitute Costs Incentives and supplies	\$1000 \$1000 \$292	District District Title I
2. Establish Mascot and school colors	Fall Semester	Signage Clerical Costs	\$5000 \$1000	District LCFF
3. Initiate a parent/teacher/Dean conference on 2 nd send out of class referral same teacher or 3 rd send out of class referral total.	Ongoing	Social skills/PBIS curriculum, school folders, incentives	\$468	Medi-cal
4. Students with chronic outbursts in class, profanity use, or major discipline issues will be referred to school psychologist for evaluation and conference.	Ongoing	PBIS referral form Incentives	\$624	MAA
5. Students who demonstrate issues with Anger and or continued defiance, will be referred to TYSB.	Ongoing	PBIS referral form		

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

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

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

6. Turning Point Services. Refer students who need drug/alcohol counseling or who have violated drug or alcohol ed codes	Ongoing	Red Ribbon decorations	\$300	District
7. Welcome-Back to School Assembly in Multi-Purpose Room to create a positive school culture	August 2016	Incentives	\$250	LCFF
8. Classroom visits to go over school-expectations, rules, consequences, support services available, etc.	August 2016	Cost of Administration time and Deputy		
9. Every six weeks' award assembly, for each completed session, to award positive behaviors.	Every six weeks	Clerical Costs Awards Certificates Incentives	\$500 \$500 \$2500	LCFF LCFF LCFF

Form C: Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> Medical Medical MAA	\$468.00 \$624.00
Total amount of state categorical funds allocated to this school	\$1092.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$1092.00
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$624.00
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input checked="" type="checkbox"/> Title IIc, VEA	\$624.00
Total amount of federal categorical funds allocated to this school	\$2340.00
Total amount of state and federal categorical funds allocated to this school	\$3432.00

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁰

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Wendi Powell	X				
Abra McDowell		X			
Charles DeFevere		X			
Dave Mayhew		X			
Valerie Valencia			X		
Sara Zakarian			X		
Tiffany Moore				X	
Vicky Lucas				X	
Michelle Starace				X	
Jordan Moore					X
Alyssa Gutierrez					X
Breanna Joyce					X
Numbers of members of each category	1	3	2	3	3

¹⁰ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

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

Attested:

Wendi Powell
Typed name of school principal

Signature of school principal

Date

Tiffany Moore
Typed name of SSC chairperson

Signature of SSC chairperson

Date

I. Resources

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

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

Appendix A: Programs Funded through the Consolidated Application

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

State Programs

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

Federal No Child Left Behind (NCLB) Programs

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

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

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

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

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

-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)				X	X									
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)			X	X										
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X										
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)			X	X										
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)			X	X										
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)							X X			X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X			
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	X	X	X	X	X		X	X			X			
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	X	X	X	X	X		X				X			
Provide high school career preparation	5CCR 4403		X												

Appendix C: Accelerated Charter High School and Student Performance Data Forms

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

- Table 1: California Assessment of Student Performance and Progress, English-Language Arts (CAASPP)
- Table 2: California Assessment of Student Performance and Progress, Math (CAASPP)
- Table 3: California Early Assessment Program (EAP) for English-Language Arts and Math.
- Table 4: California English Language Development (CELDT) Data

Table 1: California Assessment of Student Performance and Progress (CAASPP) ELA Data

EADMS DATA

# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
57	54.7%	37.7%	5.7%	1.9%	.07%

<p>Conclusions indicated by the data:</p> <ol style="list-style-type: none"> 1. The 2016-1017 school year will establish Accelerated Charters Baseline date. 2. According to EAMS data 53 current 12th grade students were tested last year at other school sites .07% Met or Exceeded the Standard.

Table 2: California Assessment of Student Performance and Progress (CAASPP) Math Data

2016-2017 Baseline Date

EADMS DATA

# of students	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
52	96.2%	3.8%	0.0%	0.0%	0.0%

- | |
|---|
| Conclusions indicated by the data: |
| <ol style="list-style-type: none"> 1. The 2016-1017 school year will establish Accelerated Charters Baseline date. 2. According to EAMS data 52 current 12th grade students were tested last year at other school sites 0.0% Met or Exceeded the Standard. |

Table 3: California Early Assessment Program (EAP) Results for English Language Arts and Math

ENGLISH

Testing Year	Ready	Conditionally Ready	Not Ready
2016 EAP	1.97%	5.7%	92.4%

MATH

Testing Year	Ready	Conditionally Ready	Not Ready
2016 EAP			100%

Conclusions indicated by the data:

1. EAP results indicate that ACHS students are not currently college ready.
2. The 2016-1017 school year will establish Accelerated Charters Baseline date.

Table 4: California English Language Development (CELDT) Data

Overall		2015-2016				
Prof						
Grades	Total	9	10	11	12	Total
Advanced		1	1	3		4
		100%	5%	16%		10%
Early Advanced		0	10	10		21
		0%	50%	53%		52.5%
Interm.		0	8	5		13
		0%	40%	26%		32.5%
Early Interm.		0	1	1		2
		0%	5%	5%		5%
Beginning		0	0	0		0
		0%	0%	0%		0%
Numbers Tested		1	20	19		40

Conclusions indicated by the data:

1. The 2016-1017 school year will establish Accelerated Charters Baseline data.
2. 62.5% of the students scored Early Advanced or Advanced in 2015-1016 school year at other school sites.

Appendix D: Demographic Data Summary

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

Enrollment	
	2016*
Freshman	0
Sophomore	13
Junior	65
Senior	70
Total	148

*Enrollment as of 9/20/16

Percentage Ethnic Makeup of CBEDS	
	2016*
Hispanic	128
White	17
African	7
Asian	1
Filipino	0
Pacific	0
American	2
Other	1

Conclusions indicated by the data:

1. The 2016-1017 school year will establish Accelerated Charters Baseline data.

Language Proficiency Numbers

Language Proficiency Numbers					
Year	# of LEP's	# of FEP's	# of RFEP's	Total Students	Percent of LEP's
2015-2016	40	0	0	40	27%

Year	Total Students	Transferring in	Transferring out
2015-2016	40	40	0

Conclusions indicated by the data:
1. The 2016-1017 school year will establish Accelerated Charters Baseline data.

Comprehensive Needs Assessment Process

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

Date	Group	Collection and Analysis of Data Activities and Assessment Tools Used
8/8/2016	Focus Group meetings	Met in focus groups to review data and district LCAP goals and how they apply to Accelerated Charter High School.
8/24/2015	Subject Core/Teacher Meeting	Principal met with teachers to review District data and current student data. PLCs will create SMART goals that are aligned to the sites LCAP and Single Plan for Student Achievement Plan.
Friday mornings	PLCs	Meet in PLCs to analyze data from assessments and use data to modify curriculum, instruction, and RTI.
10/21/2016	SSC meeting	Review and update of School Site Council Plan

The stakeholders who participated in the planning process include:

Wendi Powell - Principal
 Sara Zakarian - Dean of Students
 Abel Loza - Counselor
 Michele Reindl - Teacher
 Dave Mayhew - Teacher
 Abra McDowell - Teacher
 Frank Marinelli - Teacher
 Charles DeFever - Teacher
 Valerie Valencia- Principal Secretary

ACHS School Site Council
 ACHS Faculty

Appendix E: Analysis of Current Instructional Program

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

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

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Staffing and Professional Development

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

Teaching and Learning

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

Opportunity and Equal Educational Access

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

Involvement

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

Funding

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

Appendix F: Outline of Bylaws

ARTICLE I: NAME OF THE COUNCIL

The Tulare Joint Union High School District has established the ACHS School Site Council. Hereinafter, the School Site Council may be referred to as the Council.

ARTICLE II: THE ROLE OF THE COUNCIL

In order to afford all stakeholders with a forum for input and review of issues affecting the mission of the school, the Council exists to:

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

ARTICLE III: MEMBERSHIP

Section 1: Composition

The ACHS School Site Council shall be composed of

1. the Principal
2. teachers selected by teachers at the school;
3. other school personnel selected by peers;
4. parents of students attending the school selected and approved by the parent groups listed in Section 2 below and
5. students elected by the ASB governing council.

The school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents, and students.

Section 2: Term of Office

All parent members of the council, excluding the administrator, shall serve for a two-year term, beginning with the first regular meeting following selections. Student representatives will serve one-year terms.

Section 3: Selection

Elections of council members shall be held each year in September. The following procedures shall be followed in nominating candidates and selecting/electing council members:

Parents

- An ELD representative shall be selected from and by the English Language Advisory Committee (ELAC) or Migrant Education Committee.
- Parents shall be elected at a regular meeting of the Parent/Teacher Academic Booster organization. The school shall advertise parent openings on the Council in the school newsletter, web page and at parent meetings of the organizations.
- Parents of students enrolled at ACHS who are interested in being considered for any openings may contact the Secretary of the Site Council.
- Council members must have a student (s) currently attending ACHS.

School Staff

- The Principal shall serve as an automatic member.
- A special meeting of certificated staff shall be called for the purpose of electing certificated representatives.
- The ACHS CTA president or representative will announce any openings in the Council available to the staff, and will advertise the selection meeting.

Student membership

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

The membership selection process for any vacancies shall occur each fall. There may be alternate voting members.

Section 4: Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected representative may cast an absentee ballot by notifying the Council secretary, in writing, the question to be voted on and the absent member's vote on the question.

Section 5: Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the TJUHS District or should he or she no longer meet the membership requirements under which they were selected.

Membership shall automatically terminate for any member who is absent from three regularly scheduled meetings. After a member misses two regularly scheduled meetings, he or she will be sent a written reminder of By Law 5B by the chairperson or coordinator.

The council, by affirmative vote of two-thirds of all members may allow an elected representative who has been automatically terminated (i.e., 5B) to be reinstated, provided that a replacement has not already been selected.

Votes under 5D will be conducted by secret ballot.

Section 6: Transfer of Membership

Membership in the Council is not transferable. Membership in the Council, other than the Administrative representative, is not assignable.

Section 7: Resignation

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

Section 8: Mid-Term Vacancy

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

ARTICLE IV: OFFICERS

Section 1: Officers

The officers of the Council shall be a chairperson, vice-chairperson and secretary or coordinator. Officers must be elected members.

Section 2: Election and Term of Office

The officers of the Council shall be elected annually.

The principal shall conduct the nomination and election process for officers.

Upon the request of any member, the elections shall be by secret ballot.

Each officer must be elected by a simple majority; in the event of a tie between two nominees that cannot be broken by ballot, the office shall be filled by drawing.

The officers shall serve for one year or until each successor has been elected.

Section 3: Removal Of Officers

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

Section 4: Vacancy

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

Section 5: Duties of Council Members

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

- keep the minutes of the meetings, both regular and special, of the Council.
- promptly transmit to each of the members, copies of the minutes of such meetings, and provide copies of minutes to anyone upon request.
- see that all notices are duly given in accordance with the provisions of these bylaws.
- keep a register of the address and telephone number of each member of the Council which shall be furnished to the secretary or coordinator by such member.
- perform all duties incident to the office of the secretary and such other duties as, from time to time may be assigned to the office by the chairperson or by the Council.
- In the absence of both chairperson and vice-chairperson, the secretary shall preside over the selection of an acting chairperson.
- In the absence of the secretary, the chair shall appoint an acting secretary.

ARTICLE V: COMMITTEES

Section 1: Standing and Special Committees

The Council may from time to time establish and abolish such standing or special committees, as it may desire. The council shall define each committee purpose, membership, size, and term.

The Council may choose to select non-members to participate in any standing or special committees.

Section 2: Standing and Special Committees Membership

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

Section 3: Rules

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

Section 4: Quorum

Unless otherwise provided in the decision of the Council designating a committee, a majority of the committee shall constitute a quorum.

All decisions of the committee must have a majority vote of a quorum.

Section 5: Vacancy

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

ARTICLE VI: MEETING OF THE SCHOOL ADVISORY COUNCIL

Section 1: Regular Meetings

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

Section 2: Special Meetings

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

Section 3: Place of Meetings

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

Section 4: Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting.

Any change in the established date, time or location must be given special notice.

All special meetings shall be publicized.

Any required notice shall be in writing and shall state the day, hour and location of the meeting.

Notice shall be delivered either personally or by mail to each member not less than 48 hours or more than two weeks prior to the date of such meeting.

Section 5: Quorum and Decisions of the School Advisory Council

All decisions of the Council shall be made only after an affirmative vote of a majority of its members in attendance.

No act or decision of the Council shall usurp the authority of the Board of Trustees.

Section 6: Conduct of Meetings

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

Section 7: Meetings Open to the Public

All regular and special meetings of the Council and of its standing or special committees shall be open at all times to the public.

Section 8: Minutes and Agenda

The minutes of the Council are not official until adopted by the Council. The adopted minutes shall be maintained by the secretary, who shall make copies available upon request to anyone.

Council agenda shall be prepared by the chair, forwarded to members prior to the meeting, and shall be included in any and all public notices of pending meetings. The Council may amend the agenda.

Unless otherwise modified by the Council, the agenda sequence shall be:

- Call to Order
- Pledge of Allegiance
- Roll Call and determination of Quorum
- Reading and Adoption of the Minutes of the previous meeting
- Adoption, including amendments, of the remaining agenda
- Reports
- Old Business
- New Business
- Announcements
- Adjournment

ARTICLE VII: AMENDMENT

These By-Laws may be amended at any regular meeting by a two-thirds vote of the Council, and the consent of the Board of Trustees.

Appendix G: Use of Resources

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

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

Appendix H: Acronyms and Specialized Terms

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

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassiststry1.doc
DSLTT	District/School Liason Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii

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

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

Tulare Joint Union High School District

2016-2017

LCAP & SSPSA Alignment

School Site: Accelerated Charter High School School Year: 2016-17

LCAP Goal 1: All students will graduate college and career ready.	
District Tasks	Site Tasks
<ul style="list-style-type: none"> • Continue to provide release time for professional learning communities and Professional development to focused on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready • Professional development for staff focused on the common core, Next Generation Science Standards, and specifically supporting our students with the concepts and skills necessary to be college and career ready. • Continue English language arts and mathematics support courses. • Adopt and utilize a data management system that allows teachers to create and administer assessments well as disaggregate and analyze results • Continue to provide credit recovery courses for students at-risk of not graduating through summer school, winter intercession and before and after school • Provide services to severely handicapped students • Continue to offer Expository Reading and Writing Course (ERWC). • Create a math tutoring lab at each comprehensive high school focused on supporting students who need additional help. 	<p>School Goal # 1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.</p> <ol style="list-style-type: none"> 1. Continue to provide release time for professional learning communities and professional development to focus on supporting teachers in meeting the needs of our students in common core, Next Generation Science Standards, and specifically supporting our students with the concepts and skills necessary to be college and career ready 2. Implement the CPM curriculum in Integrated Math 1 and support the implementation through support Professional Learning Community. 3. Implement Expository Reading and Writing Course (ERWC) on site to support student to be college and career ready 4. Establish a Response to Intervention system where teachers can identify students in need of support in core classes in concepts and skills necessary to be college and career ready.

<ul style="list-style-type: none"> • Increase the Literacy coaches’ time to three periods support embedding literacy across all content areas. • Professional development for all staff on the use of technology for instruction with SAMRwise. • Instructional materials aligned to the Next Generation Science Standards (NGSS). • Continue to provide Core Content Curricular Leads • Mathematics coach at each comprehensive site to assist math teachers in teaching Common Core math standards. • Continue to provide honors and advance placement courses. • Continue to expand the number of students participating in Linked Learning pathways. • Continue to offer career-technical education courses. • Expand zero period A-G course offerings through Edgenuity and PLATO online software courses. • Provide career exploration opportunities for all students through Naviance. 	<p>5. Increased use of Interim Assessments for students prior to taking the SBAC in the Spring.</p> <p>6. Creation of an RTI Math Lab for RTI period, 5 days a week 2 hours a day.</p> <p>7. Increase Career Technical Education course offerings through the College of the Sequoias in manufacturing and electrical</p> <p>8. Provide career exploration opportunities for all students through Naviance.</p>
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LCAP Goal 2: All English Learners will improve their English Language Acquisition and achievement.

District Tasks	Site Tasks
<ul style="list-style-type: none"> • Continue ELD support classes. • Staff development on embedding ELD standards in core content areas 	<p>School Goal # 2 All English Learners will improve their English Language Acquisition and achievement.</p> <p>1. Provide ELD support in the student’s schedule by hiring a teacher for Friday support classes.</p>

	<p>2. Provide staff development on embedding ELD Standards and instructional strategies in Social Science, Mathematics, ERWC, and Science</p> <p>3. RTI Support daily and weekly, analyze grades missing assignments for all EL students.</p> <p>4. Students will participate in Math Lab for after-school tutoring. Differentiated</p>
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LCAP Goal 3: All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

District Tasks	Site Tasks
<ul style="list-style-type: none"> • Provide parental involvement training, PIQE • Utilize technology to communicate information with parents, Parent Link • Increase EL and Migrant parent participation • Continue the .50 FTE Counselor position at all comprehensive sites and increase counselor at AI Ed sites to 1 FTE. • Continue with Positive Behavioral Intervention and Support Student incentives. • Continue with full-time Attendance Officer to assist with truancy. • Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School. • Continue with full-time Psychologists to assist students with social-emotional needs. 	<p>School Code # 3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.</p> <ol style="list-style-type: none"> 1. Establish a new PBIS referral and refer to students to the counselor, prior to a referral to the student’s Dean. 2. Establish Mascot and school colors 3. Initiate a parent/teacher/Dean conference on 2nd send out of class referral same teacher or 3rd send out of class referral total. 4. Students with chronic outbursts in class, profanity use, or major discipline

<ul style="list-style-type: none"> • Provide training to staff on how to improve connections between students, i.e Ruby Payne training • Implement Project Grad at Tech Prep High School aimed at addressing social emotional needs and career certification. 	<p>issues will be referred to school psychologist for evaluation and conference.</p> <ol style="list-style-type: none"> 5. Turning Point Services. Refer students who need drug/alcohol counseling or who have violated drug or alcohol ed codes. 6. Welcome-Back to School Assembly in Multi-Purpose Room to create a positive school culture 7. Classroom visits to go over school-expectations, rules, consequences, support services available, etc. 8. Every six weeks' award assembly, for each completed session, to award positive behaviors. 9. Students who demonstrate issues with Anger and or continued defiance, will be referred to TYSB.
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