

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT ACHIEVEMENT

For

Yorba Linda High School

**Date of revision:
November 2012**

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Joey Davis

Position: Assistant Principal

Telephone Number: 714-986-7500 ext. 14003

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**The District Governing Board approved this revision of the School Plan on:
December 11, 2012**

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DISTRICT MISSION STATEMENT

The mission of the Placentia-Yorba Linda Unified School District is to provide quality educational experiences that develop literate, life-long learners who can function productively in and contribute responsibly to a diverse, technological, ever-changing democratic society.

Guiding Principles

1. Every Student Learning:

We expect all students to learn from a balanced academic core curriculum and reach their full potential by becoming:

- Complex/reflective thinkers
- Effective communicators
- Collaborative and independent workers
- Technologically competent individuals
- Responsible citizens

2. Safe and Orderly Environment:

We are committed to providing quality educational programs in a safe, orderly environment.

3. Parents as Team Members:

We encourage parents to be knowledgeable about and participate in their student's educational program.

4. Competent, Committed, and Nurturing Staff:

We expect all employees to be responsible for providing or supporting quality, nurturing educational experiences for all students.

5. Inclusive Community:

We are committed to involving all stakeholders in the decision-making process.

6. High Achieving Organization:

We effectively manage resources in order to achieve the district's mission.

Yorba Linda High

| | | | |
|-------------------|---|--------------------|----------------|
| Address: | 19900 Bastanchury Rd. Yorba Linda, CA 92886 | Phone: | (714) 986-7500 |
| Principal: | Mr. David C. Flynn, Principal | Grade Span: | 9-12 |

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access – Websites with additional information

DataQuest Website

DataQuest is an online data tool located on the California Department of Education web page that contains additional reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, data regarding English learners and additional information. Reports are available by school and comparisons to other schools, the district, the county and State. The website is <http://dq.cde.ca.gov/dataquest/>.

Ed-Data Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade 12 schools. The website is: <http://www.ed-data.k12.ca.us/Pages/Home.aspx>

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-

served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

School Description and Mission Statement

Welcome to Yorba Linda High School – home of the “Mustangs.” This is a very exciting time as we head into our 3rd year at Yorba Linda High School (2011-2012) and welcome another class of students who will help establish the YLHS traditions. This is our first year with all four grade levels and our first graduating senior class.

We have added all of the courses our students need to meet the High school graduation requirements, not to mention meeting the Cal State and UC requirements. This year we have added all the required courses for our seniors along with the addition of seven advanced placement classes. We added more elective classes for our students in the fine arts, we have a state of the art photography lab, and a culinary arts kitchen. This will be the second year Yorba Linda High School will compete in the Empire League at the Varsity level in all sports.

Please take a moment to check our website for updated staff, activities and the calendar of events scheduled for 2011-2012. Our website will help you with many of your questions and will direct you to the staff member who can assist you with your Yorba Linda High School experience.

We are very proud of our students for all of their efforts both academically, as well as participating in over 50 clubs and organizations, athletic teams and performance groups. YLHS students scored an 872 on the California State Standard test last spring (2011) and we look forward to our current freshmen’s academic strengths this year to continue this tradition of outstanding performance on the STAR test.

Getting “connected” to one of our many programs at YLHS is key to student success and making the high school years a rewarding and successful experience. We hope everyone, student, staff and parents will “Run with the **STAMPEDE**” in establishing Yorba Linda High School programs that provide community **S**ervice, develop **T**eamwork, demonstrate **A**chievement, show **M**astery for the task at hand, let our **P**assion shine everyday, use our **E**thics and values to guide our daily decisions, **D**edicate ourselves to be the best, and always strive for **E**xcellence.

Welcome and GO MUSTANGS!

Opportunities for Parental Involvement

Parents are a welcomed resource for our school. Parents can be involved through our PTSA, and booster groups. Our PTSA President is Melinda Shank. Parents can obtain information about PTSA by calling our school at 714-986-7500.

Average Class Size and Class Size Distribution

| Subject | Avg. Class Size | 2008–09 Number of Classes* | | | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | | | | | 31.2 | 1 | 13 | 14 | 32.6 | 1 | 13 | 25 |
| Mathematics | | | | | 31.1 | 4 | 10 | 13 | 29.2 | 2 | 15 | 21 |
| Science | | | | | 27.0 | 6 | 17 | 6 | 27.0 | 5 | 15 | 17 |
| Social Science | | | | | 31.5 | 0 | 4 | 8 | 31.8 | 1 | 7 | 18 |

III. School Climate

School Safety Plan – Last reviewed, updated and shared with staff

Safe School Plan was last updated in Nov. 2011 and reviewed with students, staff and parents. We have three main areas of interests with our Safe School Plan. One, complete Emergency preparedness kits for every classroom. Two, develop an Anti-Bullying & Respect Program, and three, develop a Drug & Alcohol Awareness program. Two programs that are being implemented this year are Breaking Down the Walls (Respect) and Every 15 Minutes (Drug and Alcohol Awareness).

Suspensions and Expulsions – This School

| Rate* | School 2008–09 | School 2009–10 | School 2010–11 |
|-------------|----------------|----------------|----------------|
| Suspensions | | .07 | .06 |
| Expulsions | | .004 | .004 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions and Expulsions – District-wide

| Rate* | District 2008–09 | District 2009–10 | District 2010–11 |
|-------------|------------------|------------------|------------------|
| Suspensions | 6.5 | .0012 | |
| Expulsions | 0.1 | .06 | |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Date of Inspection 10/17/11

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Construction of a new district stadium and aquatics facility was completed in summer 2011.
Modernization of the existing forum and classrooms was completed in summer 2011.

School Facility Good Repair Status (School Year 2011–12)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | |

| | | | | | |
|--|---|---|--|--|--|
| Interior: Interior Surfaces | | X | | | Wall/baseboard repairs – work orders submitted and repairs made. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | | |
| Electrical: Electrical | | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | | |
| Structural: Structural Damage, Roofs | | X | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | | X | | | Door/gate repairs – work orders submitted and repairs made. |
| Overall Rating | X | | | | |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials – District-wide

| Teachers | District 2010–11 |
|--|------------------|
| With Full Credential | 1110 |
| Without Full Credential | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 18 |

Teacher Credentials – This School

| Teachers | School 2008–09 | School 2009–10 | School 2010–11 |
|--|----------------|----------------|----------------|
| With Full Credential | | | 54 |
| Without Full Credential | 0 | | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | | | 1 |

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 96.06% | 3.94% |
| All Schools in District | 97.40% | 2.60% |
| High-Poverty Schools in District | 98.81% | 1.19% |
| Low-Poverty Schools in District | 96.73% | 3.27% |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009–10 | 2010–11 | 2011–12 |
|-----------|---------|---------|---------|
|-----------|---------|---------|---------|

| | | | |
|--|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | |
| Library Media Teacher (librarian) | | |
| Library Media Services Staff (paraprofessional) | | |
| Psychologist | | |
| Social Worker | | |
| Nurse | | |
| Speech/Language/Hearing Specialist | | |
| Resource Specialist (non-teaching) | | |
| Other | | |

Note: Cells shaded in black do not require data.

VII. Curriculum and Instructional Materials

VIII. Instructional Planning and Scheduling

Professional Development – Most recent 3-years

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | | | | |
| District | | | \$5,383 | \$75,358 |
| Percent Difference – School Site and District | | | | |
| State | | | \$5,455 | \$69,207 |
| Percent Difference – School Site and | | | | |

| | | | |
|-------|--|--|--|
| State | | | |
|-------|--|--|--|

Note: Cells shaded in black do not require data.

Types of Services Funded (Fiscal Year 2010–11)

In addition to school site budgets, our school also receives the following supplemental funding:

- **School and Library Improvement budget**
- **PTA gifts funds** - Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies.
- **Title I funding** – Federal funding based on free/reduced lunch participation rates to provide additional services
- **Title III Federal Funding** – For English Learners
- **Other grants:** CBET, Mind Math Institute, Elementary Counseling, School Readiness, CBET and other grants.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,777 | \$42,017 |
| Mid-Range Teacher Salary | \$73,744 | \$67,294 |
| Highest Teacher Salary | \$92,516 | \$86,776 |
| Average Principal Salary (Elementary) | \$110,464 | \$108,534 |
| Average Principal Salary (Middle) | \$116,201 | \$112,893 |
| Average Principal Salary (High) | \$134,469 | \$123,331 |
| Superintendent Salary | \$256,434 | \$226,417 |
| Percent of Budget for Teacher Salaries | 42.00% | 38.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

X. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| English-Language Arts | | 75% | 72% | 65% | 67% | 69% | 49% | 52% | 54% |
| Mathematics | | 72% | 61% | 65% | 67% | 69% | 46% | 48% | 50% |
| Science | | 70% | 86% | 66% | 70% | 75% | 50% | 54% | 57% |
| History-Social Science | | 60% | 76% | 58% | 62% | 68% | 41% | 44% | 48% |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|-------------------------|
| | English- Language Arts | Mathematics | Science | History- Social Science |
| All Students in the LEA | 69% | 69% | 75% | 68% |
| All Students at the School | 72% | 61% | 86% | 76% |
| Male | 68% | 62% | 89% | 82% |
| Female | 77% | 60% | 83% | 70% |
| Black or African American | 68% | 50% | 0% | 60% |
| American Indian or Alaska Native | | | | |
| Asian | 84% | 84% | 90% | 89% |
| Filipino | 77% | 50% | 0% | 80% |
| Hispanic or Latino | 54% | 44% | 78% | 62% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% |
| White | 74% | 61% | 87% | 77% |
| Two or More Races | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 46% | 43% | 73% | 60% |
| English Learners | 14% | 54% | 0% | 0% |
| Students with Disabilities | 31% | 43% | 65% | 45% |
| Students Receiving Migrant Education Services | | | | |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels

(not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| English-Language Arts | | 75% | 85% | 66% | 67% | 75% | 52% | 54% | 59% |
| Mathematics | | 79% | 85% | 70% | 72% | 73% | 53% | 54% | 56% |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 25% | 27% | 48% | 27% | 40% | 33% |
| All Students at the School | 15% | 25% | 60% | 15% | 43% | 42% |
| Male | 19% | 26% | 54% | 12% | 42% | 46% |
| Female | 10% | 24% | 66% | 19% | 44% | 38% |
| Black or African American | 0% | 0% | 0% | 0% | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian | 13% | 16% | 71% | 3% | 30% | 67% |
| Filipino | 0% | 0% | 0% | 0% | 0% | 0% |
| Hispanic or Latino | 25% | 32% | 43% | 30% | 54% | 17% |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% | 0% | 0% |
| White | 13% | 26% | 61% | 15% | 43% | 42% |
| Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 33% | 28% | 39% | 27% | 59% | 14% |
| English Learners | 0% | 0% | 0% | 0% | 0% | 0% |
| Students with Disabilities | 65% | 22% | 14% | 61% | 28% | 11% |
| Students Receiving Migrant Education Services | 0% | 0% | 0% | 0% | 0% | 0% |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 0.00% | 0.00% | 0.00% |
| 7 | 0.00% | 0.00% | 0.00% |
| 9 | 15.10% | 21.40% | 55.70% |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

XI. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|--------------|------|
| Statewide | | No base data | 10 |
| Similar Schools | | No base data | 6 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2008–09 | Actual API Change 2009–10 | Actual API Change 2010–11 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School | | 905 | 1317 |
| Black or African American | | 13 | 22 |
| American Indian or Alaska Native | | 0 | 0 |
| Asian | | 108 | 159 |
| Filipino | | 18 | 21 |
| Hispanic or Latino | | 117 | 190 |
| Native Hawaiian or Pacific Islander | | 4 | 5 |
| White | | 629 | 911 |
| Two or More Races | N/D | 13 | 7 |
| Socioeconomically Disadvantaged | | 58 | 93 |
| English Learners | | 24 | 27 |
| Students with Disabilities | | 68 | 90 |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School | 1,317 | 872 | 19,218 | 859 | 4,683,676 | 778 |
| Black or African American | 22 | 817 | 347 | 809 | 317,856 | 696 |
| American Indian or Alaska Native | 0 | | 36 | 881 | 33,774 | 733 |
| Asian | 159 | 941 | 2,170 | 956 | 398,869 | 898 |
| Filipino | 21 | 859 | 308 | 906 | 123,245 | 859 |
| Hispanic or Latino | 190 | 812 | 6,832 | 787 | 2,406,749 | 729 |
| Native Hawaiian or Pacific Islander | 5 | | 47 | 864 | 26,953 | 764 |
| White | 911 | 873 | 9,010 | 890 | 1,258,831 | 845 |
| Two or More Races | 7 | | 223 | 914 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 93 | 800 | 5,912 | 771 | 2,731,843 | 726 |
| English Learners | 27 | 746 | 3,643 | 746 | 1,521,844 | 707 |
| Students with Disabilities | 90 | 684 | 1,908 | 682 | 521,815 | 595 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | Yes | No |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | Yes | No |
| Met Percent Proficient - Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate | N/A | Yes |

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 1 |
| Number of Schools Currently in Program Improvement | | 6 |
| Percent of Schools Currently in Program Improvement | | 17.6% |

Note: Cells shaded in black do not require data.

XII. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|-----------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |

| | | | | | | | | | |
|------------------------------|-----|-----|-----|-------|-------|-------|-------|-------|-------|
| Dropout Rate (1-year) | 0.0 | 0.0 | 0.2 | 1.5 | 1.6 | 1.5 | 4.9 | 5.7 | 4.6 |
| Graduation Rate | N/A | N/A | N/A | 93.53 | 93.45 | 93.74 | 80.21 | 78.59 | 80.44 |

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2010-11 Students Enrolled in Courses Required for UC/CSU Admission | 76.8% |
| 2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

Advanced Placement Courses (School Year 2010–11)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|--------------------------------------|--|
| Computer Science | 1 | |
| English | 1 | |
| Fine and Performing Arts | 0 | |
| Foreign Language | 3 | |
| Mathematics | 2 | |
| Science | 2 | |
| Social Science | 2 | |
| All courses | 11 | 4.8% |

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

Completion of High School Graduation Requirements – This School

Yorba Linda High did not have a graduating class in 2011. Our first graduating class is 2012.

| Group | Graduating Class of 2011 | |
|-------------------------------------|--------------------------|--|
| | School | |
| All Students | | |
| Black or African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic or Latino | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| Socioeconomically Disadvantaged | | |
| English Learners | | |
| Students with Disabilities | | |

Completion of High School Graduation Requirements – District-wide

| Group | Graduating Class of 2011 | |
|-------------------------------------|--------------------------|-------|
| | District | State |
| All Students | | N/D |
| Black or African American | | N/D |
| American Indian or Alaska Native | | N/D |
| Asian | | N/D |
| Filipino | | N/D |
| Hispanic or Latino | | N/D |
| Native Hawaiian or Pacific Islander | | N/D |
| White | | N/D |
| Two or More Races | | N/D |
| Socioeconomically Disadvantaged | | N/D |

| | | |
|----------------------------|--|-----|
| English Learners | | N/D |
| Students with Disabilities | | N/D |

"N/D" means that the State did not have information to report.

Career Technical Education Programs

We are in the process of creating our Culinary Arts and Hospitality Management Academy. This year (2011-2012) we have a beginning culinary arts class and next year we will also offer advanced culinary arts. Along with this elective we also offer classes in animation, computer science, and photography.

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | NA |
| Percent of pupils completing a CTE program and earning a high school diploma | NA |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | NA |

Compliance Overview

Requirements for the Single Plan for Student Achievement

All schools in the PYLUSD use the following process to develop and revise the Single Plans for Student Achievement:

- The Board develops goals in July based on an analysis of available data (July)
- The most current data is used to revise sections of the LEAP related to student achievement (August)
- Sites analyze data and conduct an analysis of educational practices to determine the degree to which goals are met and to formulate or revise goals (August/September)
- Seek input from appropriate advisory groups, such as School Site Council and English Language Advisory Council (October)
- In developing the Single Plan, the SSC reaffirms/revises goals and strategies and identifies resources (October)
- SSC approves and recommends SPSA to local Board (November)
- Board approves SPSA's (November/December)
- Monitor progress toward goals (November through June)

Recruitment of and Instruction by Highly Qualified Teachers

All Schools

The district uses the following activities to attract highly qualified teachers: district job fairs, post openings online and at universities, partner with universities to train student teachers, provide BTSA support and strong staff development program, and local and out-of-state recruitment fairs. High-need schools are given priority in selecting teachers for any openings. Students receive instruction in core content areas, using state-approved materials and research-based, effective instructional strategies.

Title I Schools

In addition to the procedures and strategies covered above, our personnel department keeps records on each teacher's status regarding the highly qualified teacher criteria. This information is communicated to principals and the professional development staff. Teachers who do not meet the HQ criteria are required to meet these criteria. Currently, all district teachers at Title I schools meet the HQ criteria.

Parent Notification

Title I Program Improvement Schools only

After receiving STAR test results in July, district staff determines which schools are likely to be on the Program Improvement list. By mid-August, parents at those schools are informed that their child is eligible to attend another public school. The school choices are identified, explaining why the choices may have been limited, and the performance and quality of those schools are described in the notification.

Requirements Reference Guide

The chart on the next page outlines the legal requirements of the Single Plan for Student Achievement and where they are addressed in the plan.

Non-Title I Schools

Single Plan for Student Achievement **Requirements Reference Guide**

The following elements for schools funded through the Consolidated Application are addressed in *Single Plan for Student Achievement* for Yorba Linda High School as indicated below.

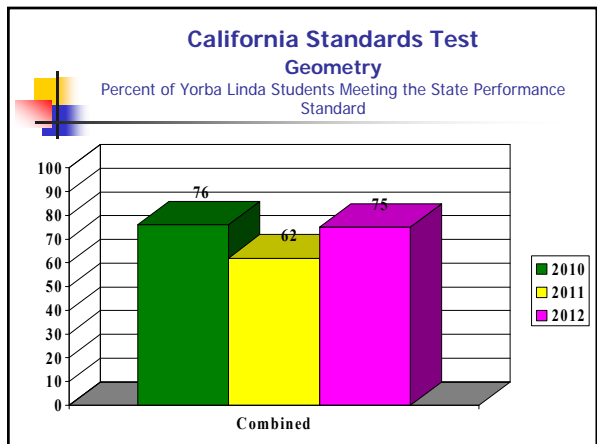
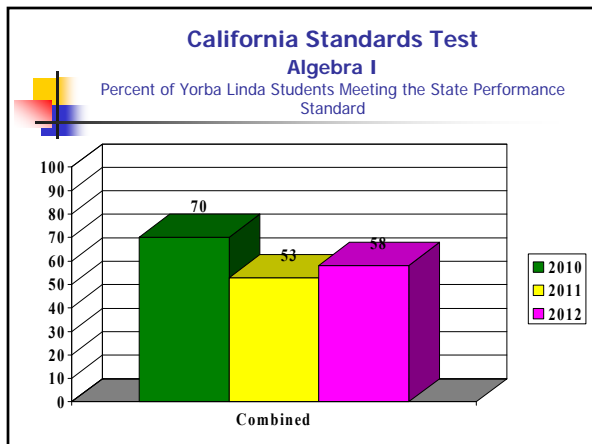
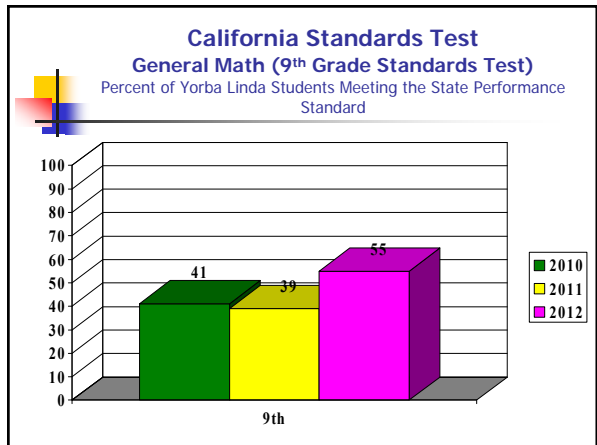
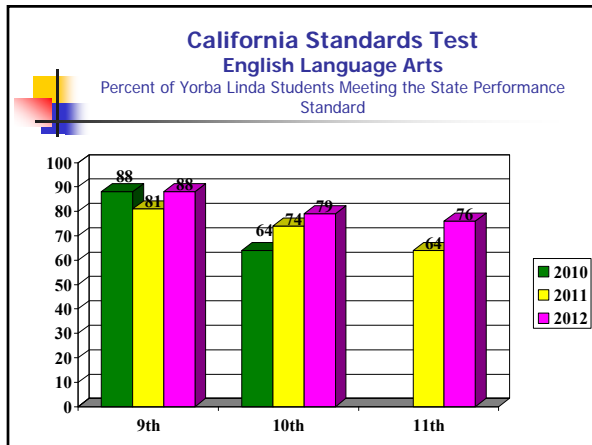
| Requirement | Addressed in this section of the SPSA |
|--|--|
| 1. Comprehensive needs assessment of the entire school | See Achievement Data Summary and Academic Program Survey Summary |
| 2. Schoolwide improvement strategies that: | |
| a. Provide opportunities for all students to meet proficient and advanced levels of achievement in state standards | See Services for At-Risk Students; Improvement Plans |
| b. Use scientifically-based instructional methods and strategies that: | |
| 1. strengthen the core academic program in the school | See Improvement Plans |
| 2. address how the school will determine if such needs have been met | See Improvement Plans/Interim Benchmark column |
| 3. are consistent with the state plan and any local improvement plans (LEA Plan) | See Compliance Overview |
| 3. Strategies to attract highly qualified teachers to high-need schools | See Compliance Overview |
| 4. Plans for assisting preschool children in the transition from early childhood programs (<i>N/A for middle and high schools</i>) | See Parent and Community Involvement |

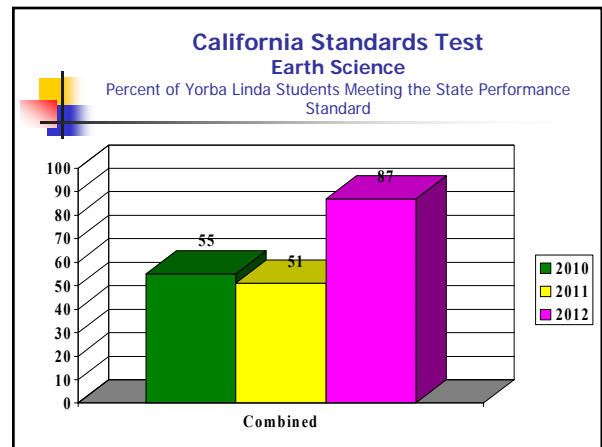
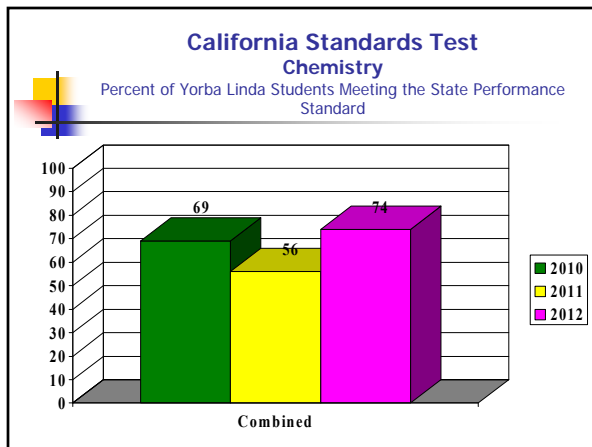
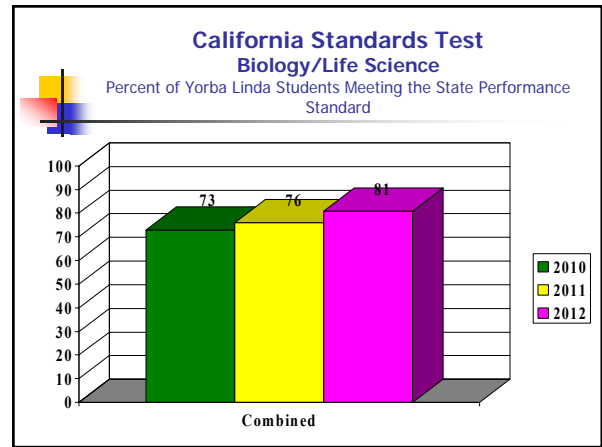
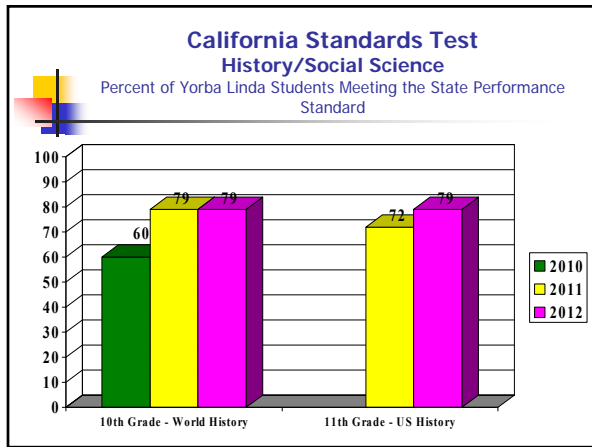
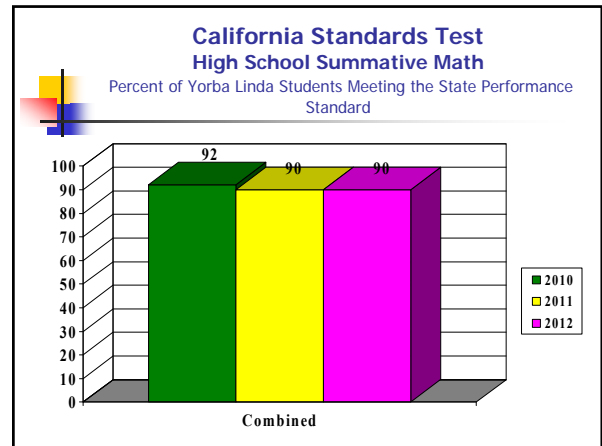
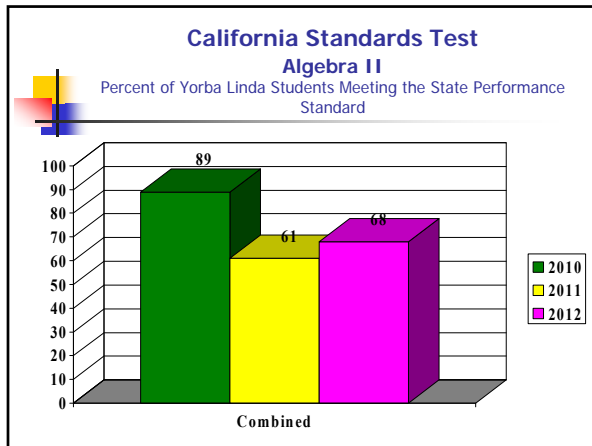
Yorba Linda High School

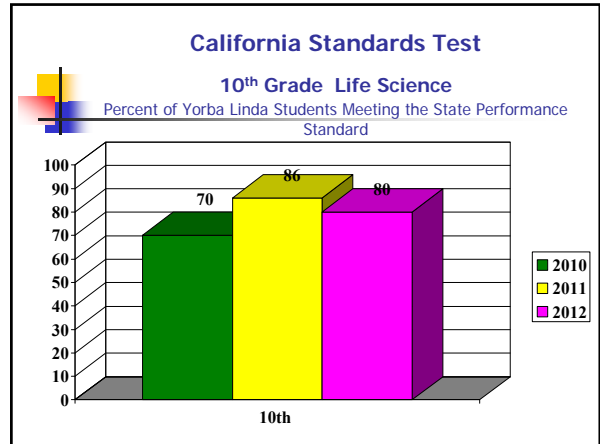
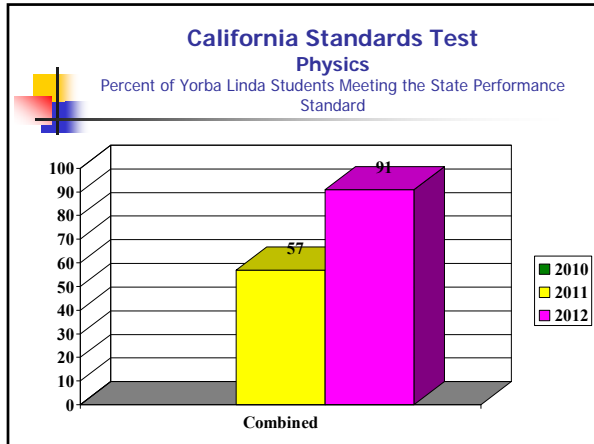
California Standards Test Results 2012

Have you seen last year's CST scores?

- **ELA:** 81% Adv or Prof (+8%)
- **Math:** Geometry—75% Adv or Prof (+13) **894**
 Algebra 1--58% Adv or Prof (+4)
 Algebra 2—68% Adv or Prof (+7%)
 Summative—90% Adv or Prof
- **Social Science:** World 80% Adv or Prof (+1%)
 US—79% Adv or Prof (+7%)
- **Science:** Biology—81% Adv or Prof (+5%)
 Chemistry—74% Adv or Prof (+18%)
 Earth Science—87% Adv or Prof (+36%)
 Physics—95% Adv or Prof (+28%)

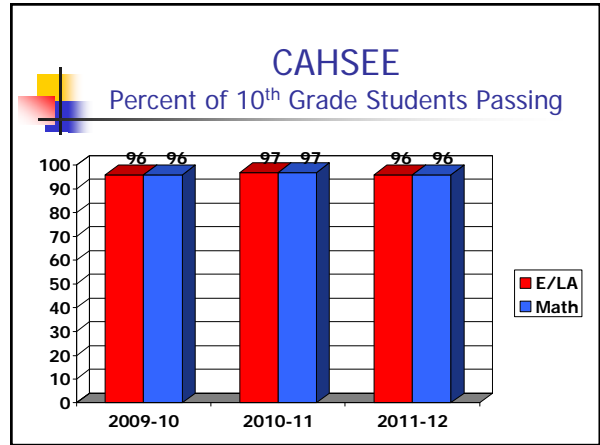






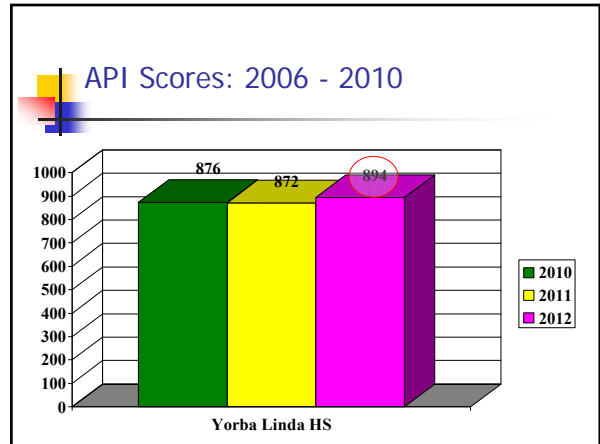
Yorba Linda High School

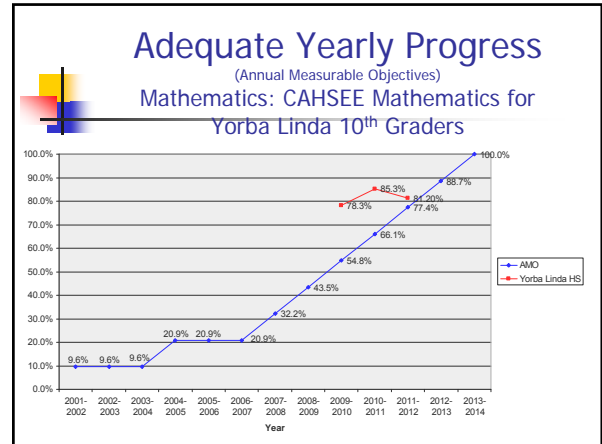
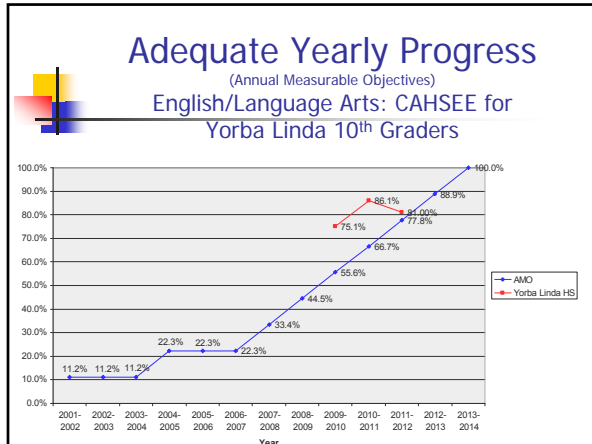
CAHSEE Results



Yorba Linda High School

Adequate Yearly Progress:
Annual Measurable Objectives





ACHIEVEMENT DATA SUMMARY

Department of Mathematics

1. **What strengths were evident in your students' data for the past year? Consider content areas, disaggregated group results, grade level groups, cohort groups.**

Our scores went up in almost every single category.

- **1A: scores went up from 39% to 53% (district avg 39%)**
- **Algebra 1:**
 - **9th: from 67% to 88% (district avg 65%)**
- **Geometry:**
 - **9th: from 85% to 90% (district avg 80%)**
 - **10th: from 57% to 66% (district avg 51%)** We had the best scores of all the high schools in the district.
 - **11th: from 36% to 53% (district avg 37%)**
- **Algebra 2:**
 - **9th: 100% to 98% (district avg 94%)** but enrollment went up from 7 to 11%
 - **10th: 76% to 78% (district avg 71%)**
 - **11th: 35% to 52% (district avg 44%)**
- **Summative Math:**
 - **10th : 99% to 100% (district avg 97%)**
 - **11th: 85% to 87% (district avg 84%)**

2. **What weaknesses were evident for the past year? Consider content areas, disaggregated group results, grade level groups, cohort groups.**

Our 1B students scores went down from the year before.

10th: 33% to 24% (district avg 28%)

11th: 19% to 13% (district avg 18%)

3. **What trends do you see over time?**

- **We see more freshmen enrolled in Geometry without being proficient in Algebra 1. Without a solid Algebra 1 foundation, these students have a difficult time especially in Algebra 2 and beyond.**
- **When the Common Core standards are implemented, it is our hope that students will no longer be forced to move on before they are ready.**

4. From your responses to the first three questions, what areas will you target for improvement? Include the data that you used to select these areas in the *Single Plan for Student Achievement*.
- 1A:
 - Will take time to review 8th grade concepts (Measurement and Geometry) that are not part of the 1A curriculum.
 - Will incorporate basic skills spiral review throughout the year.
 - 1B:
 - We will utilize Khan Academy videos to help students progress at their own pace.
 - We will utilize Saturday review sessions to help students who want to succeed.
 - We will utilize the Common Core standards for our 1B students to help guide instructions.
 - Will spend 1 month reviewing 1A skills instead of 3 months so there's more time to focus on 1B topics.
 - Spiral review will be incorporated throughout the year.
 - Will utilize OARS
 - Geometry:
 - Principles of Geometry:
 - i. will use last year's data to guide instructions and to make changes to the pacing guide and assessments.
 - ii. Will utilize OARS
 - iii. Will focus on Area and Volume Formulas
 - iv. Will change the pacing for area because these concepts are the foundations for understanding volumes.
 - College Prep Geometry: will continue what we did last year.
 - i. Share best practices
 - ii. Analyze assessment data on a regular basis
 - iii. Will continue Algebra 1 review throughout the year.
 - iv. Will focus on Area and Volume Formulas as well continue what we did last year with Trig functions
 - v. Will change the pacing for area because these concepts are the foundations for understanding volumes.
 - Algebra 2 :
 - Will focus on key standards
 - Will utilize OARS
 - Will utilize a more hands-on approach to help students understand abstract concepts.
 - Will modify pacing and assessments
 - Will focus on Conics; Probability, Statistics and Combinatorics

ACHIEVEMENT DATA SUMMARY

Yorba Linda High School, Language Arts

1. **What strengths were evident in your students' data for the past year? Consider content areas, disaggregated group results, grade level groups, cohort groups.**

Generally, the CST scores reflected improvement for all grade levels, especially marked are the improved scores with the juniors. In addition, all subgroups demonstrated improved scores. Specifically, word analysis was a strong area for all grade levels, and written conventions were an area of strength, particularly for the juniors.

2. **What weaknesses were evident for the past year? Consider content areas, disaggregated group results, grade level groups, cohort groups.**

Writing strategies are an area of weakness for the sophomores as they showed no improvement in this area. Likewise, the freshmen had virtually no improvement in scores in the area of written conventions.

3. **What trends do you see over time?**

Scores for a particular class seem to decrease with each grade level, with the most noticeable drop occurring between the freshman and sophomore years; although, our current senior class improved their scores from sophomore to junior year.

4. **From your responses to the first three questions, what areas will you target for improvement? Include the data that you used to select these areas in the *Single Plan for Student Achievement*.**

We will target the areas of writing strategies and written conventions, particularly at the younger grade levels. This is a continued effort from our previous SPSA target areas. Although there was a leveling off of scores, we would like to work toward a marked improvement.

ACADEMIC PROGRAM SURVEY SUMMARY
SCHOOL: YLHS
YEAR: 2011-2012

The essential program components below characterize the current academic program at this school. The conclusions reached in this section regarding the contribution of each component to the quality of the program are used to determine improvements described in following sections of the plan. Summarize the findings of the Academic Program Survey using the following rating scale for each of the essential program components and then identify areas for improvement (use the CDE APS Rating Description for further clarification):

| 4 | 3 | 2 | 1 |
|------------------------------|-------------------------------------|---------------------------------|---------------------------------|
| Full level of implementation | Substantial level of implementation | Partial level of implementation | Minimal level of implementation |

| ESSENTIAL PROGRAM COMPONENTS | AVERAGE RATING |
|--|-----------------------|
| 1. Instructional program | 3.65 |
| 2. Instructional time | 3.09 |
| 3. Lesson pacing guide | 3.51 |
| 4. School administrator training program | 2.34 |
| 5. Credentialed teachers and professional development opportunities | 3.53 |
| 6. Ongoing instructional assistance and support for teachers | 3.42 |
| 7. Student achievement monitoring system | 2.29 |
| 8. Monthly collaboration by grade level or program level for teachers facilitated by principal | 3.71 |
| 9. Fiscal support | 3.60 |

Target for growth any essential program component objectives that were partially or minimally implemented (rated 1 or 2) or the 2 lowest rating areas you plan to address:

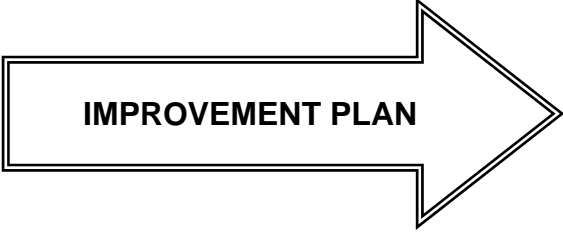
1. Student Achievement monitoring system
2. School Administrator training program

TARGETED IMPROVEMENTS IN STUDENT PERFORMANCE

Complete this page for each student group performing below performance standards.

The school site council has analyzed the available student performance data for all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement targets.

| | | |
|-------------------------------------|--|---|
| Analysis of Achievement Data | Subject Area | Language Arts |
| | Student group(s) performing below performance standards | Grades 9-12, particularly students performing at Basic or Below on the CSTs |
| | Performance Gap | Writing Strategies and Written Conventions |
| | Measurable Performance Improvement Objective | <ol style="list-style-type: none"> 1. Increase the number of students scoring A's and B's on Step-Up writing assignments by 5% 2. Increase the number of students scoring advanced or proficient by 5% in the areas of writing strategies and written conventions on the CST's. |
| Content Standards | Essential Academic Standard | 1.0 Writing Strategies 1.0 Written and Oral Conventions |

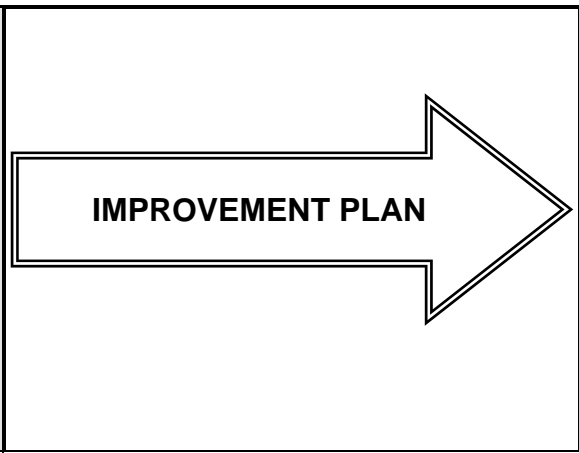
| | | |
|---|--|---|
| Analysis of Educational Practice | Possible underlying causes of low performance | <p>Although the Language Arts Department has broken up grammar/mechanics skills by grade level, there is still some inconsistency as to how the skills are taught. Additionally, students require much repetition and practice of skills before they master them. That is why writing across the curriculum is so critical.</p> |
| Basis for Improvement Plan | <p>Using the above information, actions or tasks to be accomplished are developed to meet the objective for the Improvement Plan. Emphasis is on research-based programs/materials (e.g. Latin Word Cells), processes (e.g. <i>Results</i>), instructional strategies (e.g. Socratic teaching/learning) and staff development (e.g. Joyce & Showers research on effective staff development models).</p> |  |

TARGETED IMPROVEMENTS IN STUDENT PERFORMANCE

Complete this page for each student group performing below performance standards.

The school site council has analyzed the available student performance data for all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement targets.

| | | |
|---|--|---|
| Analysis of Achievement Data | Subject Area | Mathematics |
| | Student group(s) performing below performance standards | Algebra I – IB |
| | Performance Gap | The percentage of Advanced/Proficient students went down from 33% to 24% in 10 th grade and from 19% to 13% in 11 th grade. |
| | Measurable Performance Improvement Objective | The percentage of Advance/Proficient students on CST exams will increase by 8% |
| Content Standards | Essential Academic Standard | Standards 6 – 9 and standards 12, 13, 15 – 17. |
| Analysis of Educational Practice | Possible underlying causes of low performance | Severe behavior problems through the year (more than 5 students were transferred to El Camino HS) Absences were high Poor homework habit Too much time spent re-teaching 1A skills |

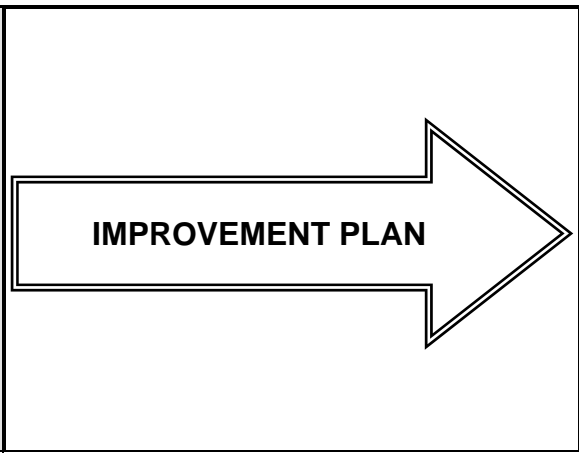
| | | |
|-----------------------------------|--|--|
| Basis for Improvement Plan | <p>Using the above information, actions or tasks to be accomplished are developed to meet the objective for the Improvement Plan. Emphasis is on research-based programs/materials (e.g. Latin Word Cells), processes (e.g. <i>Results</i>), instructional strategies (e.g. Socratic teaching/learning) and staff development (e.g. Joyce & Showers research on effective staff development models).</p> |  |
|-----------------------------------|--|--|

TARGETED IMPROVEMENTS IN STUDENT PERFORMANCE

Complete this page for each student group performing below performance standards.

The school site council has analyzed the available student performance data for all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement targets.

| | | |
|---|--|---|
| Analysis of Achievement Data | Subject Area | Mathematics |
| | Student group(s) performing below performance standards | Algebra 2/ Algebra 2-Trig |
| | Performance Gap | Our Advanced/Proficient scores went up from 35% to 52% last year. |
| | Measurable Performance Improvement Objective | The percentage of Advance/Proficient students on CST exams will increase by 8% |
| Content Standards | Essential Academic Standard | Combinatorics – Probability and Statistics Conics |
| Analysis of Educational Practice | Possible underlying causes of low performance | <p>Last year, we offered an Algebra 2 classes for our 11th graders who struggle with the faster paced Algebra 2/Trig classes. We believe this is the reason why our scores went up from 35% to 52%.</p> <p>The reason why students did not do well on Series is because it is taught after the CST. Because of the slower pacing, we couldn't get to the series chapter until after the CST.</p> |

| | | |
|-----------------------------------|--|--|
| Basis for Improvement Plan | <p>Using the above information, actions or tasks to be accomplished are developed to meet the objective for the Improvement Plan. Emphasis is on research-based programs/materials (e.g. Latin Word Cells), processes (e.g. <i>Results</i>), instructional strategies (e.g. Socratic teaching/learning) and staff development (e.g. Joyce & Showers research on effective staff development models).</p> |  |
|-----------------------------------|--|--|

| | | |
|---|--|-----------------------------------|
| School Name Improvement Plan Language Arts | Guiding Principle #1: We expect all students to learn from a balanced academic core curriculum and reach their full potential. | PYLUSD 2012-2013 |
|---|--|-----------------------------------|

All students and numerically significant subgroups in the school will meet or exceed their AYP growth targets.

Objective(s): (Measurable and site specific, based on data)

1. Increase the number of students scoring A's and B's on Step-Up writing assignments by 5%
2. Increase the number of students scoring advanced or proficient by 5% in the areas of writing strategies and written conventions on the CST's.

| What is to be done? Language Arts | All | At-Risk | Title I | Disaggregated Groups | | | | | | | | Funding | | ** Led by? | Timeline for Implementation | Interim Benchmarks/Frequency | |
|---|-----|---------|---------|----------------------|-----|--------|-----------|------|----------|-----|------------|-------------|-------------------|---------------|-----------------------------|------------------------------|--|
| | | | | ELL | FEP | Gender | Ethnicity | GATE | DIS Only | SDC | RSP/Speech | Migrant Ed. | Funding Sources * | | | | Estimated Amount (Site-based only) |
| 1. Students will be assigned a Step-Up to Writing style paragraph in all of their content area classes throughout the year. | X | | | | | | | | | | | | | NA | LA Dept. | Sept. 2012- June 2013 | LA Department will give a preliminary writing assessment in Sept./Oct. and a final assessment in May/June. Students will be assigned a paragraph in each of their content area classes, approximately one per month. |

*Funding Sources = Site-based: A-1 SLIP; A-2 Title I; A-3 Title III; A-4 AB1639 (Grade 2-9 Interventions); A-5 7-12 Remedial; A-6 ELAP; A-7 GATE; A-8 10th Grade Counseling; A-9 Unit Budget; A-10 Other
District: B-1 Title I; B-2 Title II; B-3 Title IV/TUPE; B-4 Title V; B-5 EIA/LEP; B-6 GATE; B-7 School Readiness; B-8 Other

** Responsible Person = P-Principal LT-Leadership Team Psy-Psychologist T-Teachers SS-Support Staff

| | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|-----|-----------------|--|----|----------|---|---|
| 2. Students will include an overview chart/graph of their writing scores in the front of their writing portfolios. These charts will track the progress of students' writing grades on preliminary and final writing assessments throughout all four years at YLHS. | X | | | | | | | | | | | | NA | LA Dept. | Charts were added or updated when students picked up their portfolios during the portfolio exchange in Oct. Final assessments graded will be added to the chart at the end of the year. | Oct. 2012 – preliminary assessment May/June 2013 – final assessment |
| 3. LA Teachers will track preliminary and final writing assessment scores by uploading the scored onto OARS. | X | | | | | | | | | | | | NA | LA Dept. | Preliminary scores will be uploaded by the end of first quarter. Final scores will be uploaded by the end of the school year. | Nov. 2012 – preliminary assessment June 2013 – final assessment |
| 4. Grammar and mechanics concepts will be broken down by grade level and taught using the same lessons out of the same grammar book. | X | | | | | | | | | B-8 | Approx . \$1300 | | | LA Dept. | Teachers will teach a grammar/mechanics concept approx. every week or every other week. | Grade level benchmarks are given quarterly and include questions on writing strategies and written conventions. Also, students will be held accountable for these concepts on their final writing assessment. |

*Funding Sources = Site-based: A-1 SLIP; A-2 Title I; A-3 Title III; A-4 AB1639 (Grade 2-9 Interventions); A-5 7-12 Remedial; A-6 ELAP; A-7 GATE; A-8 10th Grade Counseling; A-9 Unit Budget; A-10 Other
District: B-1 Title I; B-2 Title II; B-3 Title IV/TUPE; B-4 Title V; B-5 EIA/LEP; B-6 GATE; B-7 School Readiness; B-8 Other

** Responsible Person = P-Principal LT-Leadership Team Psy-Psychologist T-Teachers SS-Support Staff

| | | |
|---|--|-----------------------------|
| School Name Improvement Plan Library | Guiding Principle #1: We expect all students to learn from a balanced academic core curriculum and reach their full potential. | PYLUSD 2012-2013 |
|---|--|-----------------------------|

All students and numerically significant subgroups in the school will meet or exceed their AYP growth targets

Objective(s): (Measurable and site specific, based on data)

1. Provide a technologically advanced, current and relevant library for all students and faculty.
2. Ensure library materials are up-to-date and standards-aligned where applicable.

| What is to be done? Library | All | At-Risk | Title I | Disaggregated Groups | | | | | | | | Funding | | ** Led by? | Timeline for Imple- mentation | Interim Benchmarks/ Frequency | |
|---|-----|---------|---------|----------------------|-----|--------|-----------|------|----------|-----|------------|-------------|----------------------|------------------|-------------------------------------|-------------------------------------|---|
| | | | | ELL | FEP | Gender | Ethnicity | GATE | DIS Only | SDC | RSP/Speech | Migrant Ed. | Funding Sources * | | | | Estimated Amount <small>(Site-based only)</small> |
| Renew Follett Destiny Subscription (Library/Textbook computer program) | X | | | | | | | | | | | | A-1 | \$2,007 | L | On-going | Acquisition Records |
| Increase standards-aligned library materials for History, Social Science, and Language Arts | X | | | | | | | | | | | | A-1 | \$3,200 | L | On-going | Acquisition Records |
| | | | | | | | | | | | | | | | | | |

*Funding Sources = Site-based: A-1 SLIP; A-2 Title I; A-3 Title III; A-4 AB1639 (Grade 2-9 Interventions); A-5 7-12 Remedial; A-6 ELAP; A-7 GATE; A-8 10th Grade Counseling; A-9 Unit Budget; A-10 Other
District: B-1 Title I; B-2 Title II; B-3 Title IV/TUPE; B-4 Title V; B-5 EIA/LEP; B-6 GATE; B-7 School Readiness; B-8 Other

** Responsible Person = P-Principal LT-Leadership Team Psy-Psychologist T-Teachers SS-Support Staff

| | | |
|---|--|-----------------------------|
| School Name Improvement Plan Mathematics | Guiding Principle #1: We expect all students to learn from a balanced academic core curriculum and reach their full potential. | PYLUSD 2012-2013 |
|---|--|-----------------------------|

All students and numerically significant subgroups in the school will meet or exceed their AYP growth targets

Objective(s): (Measurable and site specific, based on data)

1. The percentage of advanced and proficient students on CST exams will improve by 8%, especially in Algebra 1, Geometry and Algebra II.

| What is to be done? Mathematics | All | At-Risk | Title I | Disaggregated Groups | | | | | | | | Funding | | ** Led by? | Timeline for Implementation | Interim Benchmarks/ Frequency |
|--|-----|---------|---------|----------------------|-----|--------|-----------|------|----------|-----|------------|-------------|-------------------|---------------|-----------------------------|----------------------------------|
| | | | | ELL | FEP | Gender | Ethnicity | GATE | DIS Only | SDC | RSP/Speech | Migrant Ed. | Funding Sources * | | | |
| 1. We will utilize Khan Academy Videos to help students progress at their own pace. | | x | | | | | | | | | | | none | T | ongoing | ongoing |
| 2. Teachers will meet on a regular basis to share strategies and to develop standard-based lessons that provide differentiated instruction. | x | | | | | | | | | | | | none | T, LT | ongoing | Weekly PLC |
| 3. We will use collaboration time to analyze data from each common assessment to identify areas of strengths and weaknesses to guide instructions. | x | | | | | | | | | | | | none | T, LT | ongoing | Weekly PLC |
| 4. Utilize OARS for midterms and assignments to identify which standards we need to re-teach. | x | | | | | | | | | | | | none | T, LT | ongoing | Midterms |
| 5. Utilize CST released questions into daily warmups to familiarize students with the test format. | x | | | | | | | | | | | | none | T, LT | ongoing | ongoing |

*Funding Sources = Site-based: A-1 SLIP; A-2 Title I; A-3 Title III; A-4 AB1639 (Grade 2-9 Interventions); A-5 7-12 Remedial; A-6 ELAP; A-7 GATE; A-8 10th Grade Counseling; A-9 Unit Budget; A-10 Other
District: B-1 Title I; B-2 Title II; B-3 Title IV/TUPE; B-4 Title V; B-5 EIA/LEP; B-6 GATE; B-7 School Readiness; B-8 Other

** Responsible Person = P-Principal LT-Leadership Team Psy-Psychologist T-Teachers SS-Support Staff

| What is to be done? Mathematics (continued) | All | At-Risk | Title I | Disaggregated Groups | | | | | | | | Funding | | ** Led by? | Timeline for Implementation | Interim Benchmarks/ Frequency | |
|---|-----|---------|---------|----------------------|-----|--------|-----------|------|----------|-----|------------|-------------|-------------------|---------------|-----------------------------|----------------------------------|---------------------------------------|
| | | | | ELL | FEP | Gender | Ethnicity | GATE | DIS Only | SDC | RSP/Speech | Migrant Ed. | Funding Sources * | | | | Estimated Amount (Site-based only) |
| 6. Continue algebra 1 reviews in Geometry to strengthen their foundation for the higher level math classes. | x | | | | | | | | | | | | none | T, LT | ongoing | ongoing | |
| 7. Provide Saturday review sessions for our struggling students | | x | | | | | | | | | | | B-8 | \$3600 | T | ongoing | monthly |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

*Funding Sources = Site-based: A-1 SLIP; A-2 Title I; A-3 Title III; A-4 AB1639 (Grade 2-9 Interventions); A-5 7-12 Remedial; A-6 ELAP; A-7 GATE; A-8 10th Grade Counseling; A-9 Unit Budget; A-10 Other
District: B-1 Title I; B-2 Title II; B-3 Title IV/TUPE; B-4 Title V; B-5 EIA/LEP; B-6 GATE; B-7 School Readiness; B-8 Other

** Responsible Person = P-Principal LT-Leadership Team Psy-Psychologist T-Teachers SS-Support Staff

ANNUAL EVALUATION

YEAR: 2011-2012

June: Sections I and II should be completed annually at the end of each school year and a copy submitted to Educational Services.

September: Section III should be completed annually after the schools receive the state testing data. At the same time a copy of the completed Annual Evaluation (Sections I, II, and III) will be submitted to Educational Services.

I. For each of your Improvement Plans, summarize the student benchmark data results

Language Arts:

1. **Objective 1:** Students will be assigned a Step Up to Writing style paragraph in all their content area classes throughout the year

Students were assigned Step Up to Writing paragraphs in various content areas throughout the year. The content area teachers assessed these to varying degrees and turned the paragraphs over to the LA teachers who were responsible for maintaining writing portfolios for all students. Final writing assessments will be given in LA classes, but those results are not yet available. The LA department feels the additional practice in writing across the curriculum is invaluable to improving student writing and should also provide content area teachers with an additional mechanism for assessing their students. The process for implementing writing across the curriculum still needs to be refined, but the results (hopefully) show it is effective.

2. **Objective 2:** Students will include an overview chart/ graph of their writing scores in the front of their writing portfolios. These charts will track how students' writing grades on their preliminary and final writing assessments are progressing over the course of their years at YLHS.

Students have including these charts in their writing portfolios with the preliminary writing assessment indicated. Because some LA classes still need to give a final writing assessment, those scores are not yet included in the writing portfolios, but they will be by the end of the school year. The LA department is hopeful that this type of visual reinforcement will emphasize the value of consistent practice in writing for students.

3. **Objective 3:** Grammar/ Mechanics concepts will be broken down by grade level

Grammar and mechanics concepts were broken down by grade level. At this point, the only objective measure for evaluating how effective this has been is the quarterly assessment results. These results indicate varying degrees of success depending on the grade level and the concept tested. Also, more work needs to be

done in adjusting common assessments so they reflect the grammar/mechanics concepts that are to be covered. Furthermore, more PLC time needs to be dedicated to sharing best practices and teaching methods for these concepts so there is consistency in how the concepts are covered from teacher to teacher.

Mathematics:

Objective 1: Teachers will meet on a regular basis to share strategies and to develop standard based lessons that provide differentiated instruction. We notice that more PLC days will be spent on WASC this year and this will have an impact on our ability to collaborate on our content areas.

Because we have had so many WASC meetings this year, we have had very little time to share instructional strategies during our PLC days.

Objective 2: We will use collaboration time to analyze data from each common assessment to identify areas of strengths and weaknesses to guide instructions

According to the data we collect, we know that we need to make changes for next year. We wish we could work on these changes right after each assessment; unfortunately, we haven't had the time to do so. In Geometry, we agree that we need to spend more time on guided practice and we need to figure out a way to do a spiral review in geometry so students can retain the concepts they have learned.

Objective 3: Utilize OARS for midterms and assignments to identify which standards we need to reteach

In Geometry, Algebra 1, Algebra 2 and Trig, we use OARS assessments to identify which standards we need to reteach.

Objective 4: Utilize CST released questions into daily warmups to familiarize students with the test format

CST released questions are incorporated into our Algebra 1 and Algebra 2 lessons to familiarize students with format

Objective 5: Utilize Math Tutor Software to strengthen students' basic math skills

Our 1A and 1B students haven't been utilizing the software because there's no computer pod attached to the classroom.

Objective 6: Continue algebra 1 reviews to strengthen their foundation for the higher level math classes

Each week, Algebra 1 concepts are reviewed in Geometry.

Objective 7: Utilize Aleks in 1A & 1B

We don't have access to the program because the district does not have the license for it.

Objective 8: Encourage students to use online math tutorial videos for extra help

In Algebra 2 Trig Honors and in Trig, online math tutorial videos are created for students so students can use them to get caught up and/or to review.

Social Science:

World History

Objective 1: PLC to share out strategies for standards based lessons for each of the 5 strands

During PLC we discuss different strategies have been effective in our teaching. For example, we discussed the use of state standard review quizzes as a tool to review before CST's. I used these in U.S. History. We also discussed different projects that we do in class to engage students in self-directed activities (not just lecture).

Objective 2: PLC time to analyze data from quarterly common assessments, unit exams, etc.

In PLC's we use the data from Datalink to review what standards they were proficient in and which standards needed to be reviewed. We will use this data during our CST review as well as reflection for the year and changes to next year's curriculum.

Objective 3: Cross reference OARS data to common assessments while tracking intervention kids

We have used OARS test questions and imbedded them into flipcharts. Then we utilize the classroom student response system to check for understanding.

Objective 4: Utilize both CST review questions, NY regents review, and other resources to create STAR review

We use released CST questions for our interclass review game. This is when we have classes join together in a competition style "CST Bowl". Students in teams answer questions directly related to our world history content standards.

Objective 5: STAR bowl review for entire 10th grade at semester and before the STAR for a competitive environment between teachers and students

Had "STAR bowl for all 10th grade classes. Using a games-how atmosphere classes competed using test questions similar to STAR questions.

Objective 6: Encourage students to form STAR study groups before competition and the exam

Students are and will be reviewing for 1 week before the STAR exam. These students will be revisiting content standards as they work in groups. There will be re-teaching as well as interactive review games.

United States History

Objective 1: Utilize PLC time to share best practices per strand in order to improve student performance on common assessments and STAR testing

We make it a point to collaborate with each member of the US history department to ensure that each teacher is pacing at the appropriate speed and to ensure that each major standard is covered equally. At the beginning of the year we set out a pacing plan based on what the California Social Studies Standards require for instruction and from there base the instruction on what we see from past pulled STAR questions. We find this incredibly useful because we are able to gauge, based on past tests, which questions our students are more likely to see on the next state test. To clarify, it is not the exact question, rather the theme and subsection of the standard.

Objective 2: Utilize PLC time to analyze data from common assessments to find strengths and weaknesses to help focus collaboration discussed in (1)

For the 2011-12 the US history teachers have made a concerted effort to analyze data on our quarterly common assessments utilizing the technology of "datalink." This service allows for each teacher to upload scantron graded exams into a database. From there, each teacher can see where she/he are struggling. This invaluable tool allows us to monitor how our students are performing on each section throughout the year and where we as a department need to refocus and better collaborate. Ultimately, this allows us to better prepare reviews for the STAR test.

Objective 3: Cross reference OARS data to common assessments while tracking the "bubble kids"

At this time, the social studies department is still "fine tuning" our skill level on OARS. While all colleagues in social studies are versed in how to monitor past performance by both former (which allows us to better prepare for the current year, seeing where we were weak in the prior year) and current students, a few are still in the learning process on how to best create OARS assessments. It is an incredible source that we look forward to utilizing better in the future.

Objective 4: Utilize CST review questions and standardize review material online (from California and other states)

We currently use passed "pulled" questions from the STAR exam as well as some of the questions on OARS. In addition, we utilize questions from the New York Student Testing

Objective 5: Form study leading up to the STAR and provide incentives

The social studies department has recently purchased a game system which will allow interclass "matches" to give the students both an opportunity to interact with their fellow students but at the same time "test" whether they grasp the material they learned. We feel that it is an excellent tool to help motivate students

to follow the material and get them excited about STAR. This year we used only tenth graders but next year we look forward to utilizing it with both tenth and eleventh graders. In addition, as a department we have agreed to give grade changes to students who achieve a “proficient” or “advanced” on the STAR exam. We feel this motivator will encourage students to recognize the importance

Science

Objective 1: Common Assessments will continue to be reviewed and developed in biology and chemistry

Cumulative quarterly assessments were developed in both biology and chemistry.

Objective 2: Common Assessments will be administered to students in Biology and Chemistry 1st, 2nd, and 3rd quarters and will be cumulative

Quarterly assessments were administered in biology and chemistry for the 1st, 2nd, and 3rd quarters.

Objective 3: Results of assessments will be analyzed and as a department will modify accordingly

The 1st and 2nd quarter assessments were analyzed by the members of the department. The 3rd quarter assessments have not been fully analyzed by the department at the time of this evaluation.

Objective 4: Collaboration and communication between special education teachers and Science teachers will be discussed at the start of the school year to ensure success for each student.

This will be completed at the beginning of the 2012 – 2013 school year.

Objective 5: Communication between the Science teacher and the sped student will be improved to ensure success for the student.

The science department members provided a student questionnaire for the sped students to determine whether their needs were being met and how to better support them.

Annual Evaluation

Part II

Describe major allocation/purchases from your budget(s) and tell how they support the objectives of each Improvement Plan.

We were allotted \$7,060.00 for the 2011-2012 school year. We also had a carry over from the 2010-2011 school year of \$1,042.00. We had a total of \$8,102.00 in our School and Library Block Grant.

1. Library Expenditures

- A). Yearly Fee to Follet for Textbook Distribution/ Checkout program) \$1,694.00
- B). Increase collection of books for student research especially in Social Science \$4,828.00
- C) World Book Renewal software: \$1,580.25

School site Council Approved on Nov. 14, 2011 the allotment of \$8,102.00 to be spent on:

- **Yearly renewal for Follet software** **\$1,694.00**
- **Books collection for student research** **\$4,828.00**
- **World Book Renewal software** **\$1,580.00**

Total **\$8,102.00**

Annual Evaluation Part III

- I. Summarize your progress toward each of the objectives listed on your Improvement Plans for last year. To what degree were your targets met? If not met, why? (If targets were not met, address this in your Improvement Plan for the current school year.)

Objective 1: Students will be assigned a Step Up to Writing style paragraph in all their content area classes throughout the year

The writing scores for Yorba Linda High School students improved from the beginning of the 2011-2012 school year until the end. This was demonstrated by preliminary and final writing assessments that were administered in the Language Arts classes. Although the data for school-wide results was somewhat incomplete, it does indicate the effectiveness of the writing program.

1126 students reported
Pre-Assessment

A - $324/1126 = 29\%$
B - $246/1126 = 22\%$
C - $285/1126 = 25\%$
D - $99/1126 = 9\%$
F - $172/1126 = 15\%$

978 students reported
Final Assessment

A - $476/978 = 49\%$
B - $325/978 = 33\%$
C - $134/978 = 14\%$
D - $39/978 = 4\%$
F - $4/978 = >1\%$

Objective 2: Students will include an overview chart/ graph of their writing scores in the front of their writing portfolios. These charts will track how students' writing grades on their preliminary and final writing assessments are progressing over the course of their years at YLHS.

Students have including these charts in their writing portfolios with the preliminary and final writing assessment scores indicated. In Oct 2012, students picked up their writing portfolios from their previous year's teachers. The charts will be updated in 2012-13 in the same way they were the previous year. The LA department is hopeful that this type of visual reinforcement will emphasize the value of consistent practice in writing for students.

Objective 3: Grammar/ Mechanics concepts will be broken down by grade level

There was a leveling off of scores in the areas of Written Conventions and Writing Strategies for school-wide CST scores, and the Language Arts department would like to continue to make these areas of focus for the 2012-2013 school year.

Annual Evaluation Part III

- I. Summarize your progress toward each of the objectives listed on your Improvement Plans for last year. To what degree were your targets met? If not met, why? (If targets were not met, address this in your Improvement Plan for the current school year.) Raw numbers are listed in the first column, percentages in the second.

CST 2011-2012 SUMMARY - MATH DEPARTMENT

9TH GRADE

| 9th | 2011 (#) | 1A (%) | 2011 (#) | Alg 1 (%) | 2011 (#) | Geometry (%) | 2011 (#) | Alg 2 (%) |
|-----|----------|--------|----------|-----------|----------|--------------|----------|-----------|
| A | 7 | 14.1 | 19 | 36.5 | 38 | 46.5 | 83 | 79.1 |
| P | 32 | 38.8 | 48 | 50.8 | 47 | 44.4 | 17 | 18.6 |
| A/P | 39 | 52.9 | 67 | 87.3 | 85 | 90.9 | 100 | 97.7 |
| B | 28 | 30.6 | 27 | 11.1 | 13 | 7.7 | | 2.3 |
| BB | 25 | 10.6 | 7 | 0.8 | 2 | 0.7 | | 0 |
| FBB | 8 | 5.9 | 0 | 0.8 | 1 | 0.7 | | 0 |

| 10TH GRADE | | | 2011 | Alg 1 | 2011 | Geometry | 2011 | Alg 2 | 2011 | Summative |
|------------|--|--|------|-------|------|----------|------|-------|------|-----------|
| A | | | 0 | 4.3 | 8 | 13.6 | 31 | 32.9 | 62 | 74.4 |
| P | | | 33 | 19.4 | 49 | 52.1 | 45 | 45.2 | 37 | 25.6 |
| A/P | | | 33 | 23.7 | 57 | 65.7 | 76 | 78.1 | 99 | 100 |
| B | | | 34 | 37.6 | 34 | 26.4 | 21 | 20.6 | 2 | |
| BB | | | 28 | 33.3 | 9 | 5.7 | 3 | 0.6 | | |
| FBB | | | 4 | 5.4 | 0 | 2.1 | 0 | 0.6 | | |

| 11TH GRADE | | | 2011 | Alg 1 | 2011 | Geometry | 2011 | Alg 2 | 2011 | Summative |
|------------|--|--|------|-------|------|----------|------|-------|------|-----------|
| A | | | 0 | 0 | 7 | 14.6 | 6 | 12.8 | 33 | 41 |
| P | | | 19 | 13.3 | 29 | 37.5 | 29 | 38.9 | 52 | 46.4 |
| A/P | | | 19 | 13.3 | 36 | 52.1 | 35 | 51.7 | 85 | 87.4 |
| B | | | 38 | 33.3 | 31 | 29.2 | 42 | 35.6 | 8 | 8.4 |
| BB | | | 33 | 33.3 | 30 | 18.8 | 18 | 10 | 6 | 3 |
| FBB | | | 10 | 20 | 2 | 0 | 5 | 2.8 | 1 | 1.2 |

Our scores went up in every subject and grade level with the exception of 1B. Possible causes for the drop in scores:

- Severe behavior problems through the year (more than 5 students were transferred to El Camino HS)
- Absences were high
- Poor homework habit
- Too much time spent re-teaching 1A skills

SERVICES FOR AT-RISK STUDENTS

Any student falling below the 39thile on a standardized norm-referenced test is considered at-risk. Describe the services offered to these students at the school, including opportunities for increased learning time and efforts to provide services for transition from preschool.

We will continue to focus on connecting our students both academically and through co-curricular/extra curricular activities at YLHS. Our Associated Student Body will continue with our “Link Crew” program. There are also many “credited” classes students can enroll in which are considered co-curricular; for example; ASB, Yearbook, Newspaper, Advanced Video Production, Band, Jazz Band, Drama, Vocal Ensemble, Academic Competitions, along with Athletics. Over 70% of our student body is enrolled in some form of co-curricular activity. This percentage does not include clubs.

We have numerous interventions for students that may be considered “At Risk.” Our Social Emotional Recreational Vocational Education (SERVE) class is a class that the advisor meets with his students’ everyday and makes sure his students stay on task and work to improve their GPA. The SERVE advisor not only works to improve these students’ grades, he also mentors these students to make better life long choices. 2010-2011 was our first year to have this program. It started with ninth through eleventh graders. The ninth graders who are placed in serve are students who are not designated special education, have multiple D’s and F’s and a GPA less than a 2.0. These 9th grade students are recognized as our House students. We monitor their progress throughout the year by examining their attendance, discipline, GPA, and if they are involved in co-curricular activities.

We evaluate this program every year and even though we saw some improvement last year, we believe it can be better. Initially, all ninth graders were placed in the same SERVE class. The following year, YLHS decided to place 2-5 freshmen in each SERVE class. This way there are older students (mentors) who can guide and support them to do better and find the importance of school.

In 2011-2012 we extended our SERVE program to help 9th, 10th, 11th and 12th grade at-risk students. The SERVE program has shown great success at YLHS. The most recent stats indicate over 90% of students improvement annually.

We are continuing our “Learning at Lunch” program for all students who have two or more F’s on their 1st and 3rd quarter report cards. The program is Monday- Thursday during lunch with a credentialed teacher during the 2nd and 4th quarter. There are also student tutors in the class to help. The way for students to exit the program is by earning passing grades in all classes.

Another exciting program we have implemented last year is our “Transitions” program. We have partnered with the Orange County Health Care Agency to present this program to our entire freshman class. The program consists of 12 classes that are spread out over a 12 week period. Every Monday in our Freshman Academic Careers class the students will be discussing topics that include, Communication and Listening Skills, Stereotyping, Chemical Dependency, Stress, Health and Goals, Self Control, Thought and Behavior Loops, Decision Making and commitments along with topics of Relationships, Personal Power, Resiliency, Bullying and Violence Prevention. In the month of May, OC Health will do a follow up with our freshman to see how the program impacted them long term.

There is also a parent component of the Transition program, where our freshman parents have the opportunity to attend three night workshops. The nights are designed to focus on the parent relationship with their child and the challenges he or she faces when trying to communicate with them about these important issues.

STAFF DEVELOPMENT

On this page, include a narrative statement about any staff development practices or plans for the current school year. Also include a calendar of staff development activities that took place this school year and projected staff development for the coming school year. This could include roving substitutes so that teachers could visit other teachers' classrooms, plan as teams, etc. It could also include a statement of the site's policy about conference attendance or address the structure of regularly scheduled staff meetings.

NOTE: You must also provide professional development for site classified staff and volunteers to enable them to perform their services more effectively. Those plans should also be included.

During the August pre-service training, a variety of topics are reviewed with staff:

- Substitute Instruction
- Academic Expectations/ Behavior Expectations to students
- Child Abuse Reporting
- Bullying/ Cyber Bullying
- Sexual Harassment
- Williams Act
- Internet Acceptable Use Agreement
- Uniform Complaint Procedures
- Employee/ Student Non Fraternization
- Goals and Objectives for the 2011-2012 school year
- Attendance Procedures

Throughout the school year, we also use Monday Late Start Days to train teachers. The first Monday of each month is an all staff meeting. Each of these Mondays has some staff development component built in. The WASC process has involved a number of these training sessions for 11-12 and 12-13. In addition, our Technology Expert, Dan Elliot, provides training in the computer Lab. On some occasions, this is requested by groups of teachers. This year, Gmail has been implemented district wide. Since Mr. Elliot has completed the Google Training, he has plans to train the staff on Google offerings beyond Gmail.

Last year, OARS Training with Departments (Lang. Arts, Math, Social Science, Science. This was reviewed this year and handouts were provided to the staff.

PARENT/COMMUNITY INVOLVEMENT

In a brief narrative, describe your school's strategies to promote parent involvement. Also describe the opportunities that are offered to parents to become involved in all aspects of the educational process at your school. This could be a calendar of school, district, and PTA events in which parents participate.

Yorba Linda High School offers a variety of parent and community involvement opportunities that contribute to the success of the school. Many parents participate by organizing and managing events, serving as volunteer supervisors for these events and by garnering additional financial assistance that provide support staff, equipment and supplies. The Yorba Linda PTSA offers parents opportunities to provide input on school policy, support for Mustang Pride Day, 8th Grade Round Up, Mustang Academic Achievement Awards Night, Reflections, Career Day, Student of the Month, Mustang University, and Teacher Appreciation Week, as well as serving as chaperones at all dances. PTSA parents are also involved in the August on-campus registration for our students. On top of all of that, our PTSA also publishes a quarterly newsletter that goes out to all YLHS PTSA members.

We are supported by the Yorba Linda parents and have created ties with the businesses in our community. The School Site Council and PTSA are the groups that oversee planning, resource allocation, and receive and give input from the school to the parents and students. The School Site Council reviews the various aspects of the school governance procedures. The council made suggestions about the SPSA report, CST Data, School Safety Report, and budget decisions as appropriate.

Our PTSA along with our Student Services office has many informative nights for our parents and students.

- PSAT
- College Road Map
- PTSA Mock SAT & Review Night
- PTSA Mock SAT & Review Night
- AP Honors Night
(Incoming 9th Graders and students considering Honors/ AP classes)
- College 101
- AP Expectations Night
- Choosing a College/ College Essay writing/ NCAA / Financial Aide Nights

Parents in the Performing Arts programs give an enormous amount of time and finances to their students' organization.

Parents feel welcome to visit and are encouraged to visit our school at any time. Administration and counselors have an open door policy and teachers are requested to return phone calls and emails within 24 hours.

Communication is extremely important not only for our staff but also for our Parents and the community. Parents receive information in a variety of ways. We have a PTSA Newsletter, a student Newspaper (The Wrangler), school wide PACE announcements that are sent home via phone and email, college and scholarship email blasts, along with our amazing school website; www.YLHS.org.

We also issue a parent survey online once a year.

Parents, through the SSC are made aware of the Uniform Complaint Procedure, the Green Act, and the Williams Complaint Procedure.

For 2012-2013, YLHS is going through the WASC Self Study Process. A parent committee has been formed to provide input for this.

Preliminary PYLUSD Centralized Categorical Budgets, 2012-13

During the 2012-13 school year, the following activities will be provided centrally rather than by individual school sites. For efficiency and consistency, School Site Councils agree to have the district centrally provide these activities.

| Code | Category | SLIBG | Title I | EIA-LEP |
|------|-------------------------------------|----------------|----------------|------------------|
| 1100 | Teacher salaries | 0 | 63,298 | 515,764 |
| 1113 | Teacher Intervention Hourly | 0 | 0 | 90,000 |
| 1180 | Subs | 0 | 0 | 22,000 |
| 1800 | Adm. salary | 0 | 30,708 | 33,726 |
| 1930 | Teacher hourly | 0 | 0 | 6,070 |
| 2110 | Instructional aide | 240,016 | 33,130 | 427,947 |
| 2113 | Aide short term | 0 | 0 | 34,200 |
| 2118 | Aide sub | 0 | 0 | 4,770 |
| 2430 | Clerk salaries | 0 | 0 | 91,785 |
| 3000 | Employee benefits | 55,204 | 44,958 | 344,307 |
| 4110 | Textbooks | 0 | 0 | 0 |
| 4301 | Instructional materials | 0 | 5,000 | 188,868 |
| 4342 | Hardware/Software <\$500 | 0 | 0 | 0 |
| 4411 | Hardware/Software >\$500 | 0 | 0 | 0 |
| 5000 | Consultants | 0 | 0 | 43,000 |
| 5210 | Conferences | 0 | 0 | 5,100 |
| 5702 | Transportation | 0 | 0 | 0 |
| 5715 | Printing | 0 | 0 | 5,000 |
| 5809 | Contractual services | 0 | 0 | 0 |
| 7000 | Indirect costs (district and sites) | 14,908 | 61,600 | 46,412 |
| | TOTAL CENTRALIZED | 310,128 | 238,694 | 1,688,949 |

Explanatory notes for SLIBG centralized expenditures: Centralized funds will be used to pay salaries of elementary computer lab aides (note that these funds will not decrease funding distributed to secondary schools) and indirect costs.

Title I centralized expenditures: Centralized funds will be used to provide for AVID and SERVE personnel and instructional materials and to partially pay for the CASA program administrator.

Explanatory notes for EIA-LEP centralized expenditures: Centralized funds will be used for: ELD teacher and aide salaries; ELD intervention teachers; substitute teachers for CELDT and ADEPT testing; aide substitutes for ELD aide vacancies; Assessment Center staff; ELD instructional materials; consultants for ELD; printing replacement pages for ELD binder as needed, other materials, contractual services for ADEPT training, and Rosetta Stone software. All EIA funds are held centrally; services are provided to sites based on the number of English learners.

SSC Recommendations and Assurances

2012-2013

RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and its related 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 sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

English Learner Advisory Committee
Community Advisory Committee for Special Education Programs
Gifted and Talented Education Program Advisory Committee
Other (*list*)

3. 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 Local Education Agency Plan.
4. This school plan 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. This school plan was adopted by the School Site Council and recommended to the School Board for approval on: **November 8, 2012**
6. The School Site Council reviewed the bylaws and responsibilities of the SSC under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval on: **October 17, 2012.**
7. The School Site Council and advisory committee(s) reviewed the district's Uniform Complaint Procedure and Williams Complaint Procedure on: **October 17, 2012**
8. The School Site Council approved the proposed allocation of School Improvement funds for the current school year (fall) on: **November 8, 2012**
9. The School Site Council approved the proposed allocation of School Improvement funds for the next school year, based on percents of the budget to be applied to specific categories (spring) on: **May 21, 2012**
10. The SSC reviewed the School-Parent Compact and made necessary revisions on: **NA** (Title I)
11. The SSC reviewed the school's strategies to promote parent involvement and made necessary revisions: **NA** (Title I)

Attested:

Typed name of school principal:

Dave Flynn

Signature of school principal:

Typed name of SSC chairperson:

Scott Mazurier

Signature of SSC chairperson:

Date:

Date:

ROSTERS FOR SSC AND ELAC

Include information identifying which group the member represents (parent/community member, teacher, student, principal, other school personnel). Composition of the SSC must ensure parity at the elementary level (10-14 members) between (a) the principal, classroom teachers, and other school personnel; and (b) parents/community members. At the secondary level (12 members) parity must exist between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents/community members and pupils. Also include information regarding what term the member is serving (1st year, 2nd year, etc.). The ELAC may be an independent committee or a subcommittee of an existing committee in the school (e.g. SSC).

SCHOOL SITE COUNCIL (SSC)

| Parent/Community Member | | Staff Member | |
|-------------------------|--------------|---------------------------------|-------------|
| Name | Term | Name (Position) | Term |
| Melissa Hoo | Term 1, Yr 2 | Scott Mazurier (Teacher) | Term 2 Yr 1 |
| Kathy Beck | Term 1, Yr 1 | Dave Flynn (Principal) | |
| Stephanie Pollard | Term 1, Yr 2 | Valerie Stenibergs (Teacher) | Term 2 Yr 2 |
| Julie Klinkenberg | Term 2, Yr 1 | Brent Hendry (Teacher) | Term 2 Yr 2 |
| Olivia White | Term 2, Yr 2 | Joey Davis (AP) | Term 1 Yr 1 |
| Estee Zheng | Term 1, Yr 2 | Amber Ferris (Teacher) | Term 1 Yr 1 |
| | | | |

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

YLHS Has no ELAC because of the limited number of EL Students.