

Senate Bill 178

During the 79th Legislative Session, Senate Bill (SB) 178 was passed to prioritize additional per-pupil allocations to provide support for students performing in the bottom quartile of student achievement who are Free and Reduced Lunch (FRL) and/or English Language Learners (ELL). Funding was prioritized; beginning with 1 and 2-star schools, and then to 3-star schools until the funds allocated to the Clark County School District were exhausted. The information provided below includes information which focused on the components of the plan.

School Information

Name of School	Name of Principal	Name of SAS
Rancho High School	Dr. James Kuzma	Felicia Gonzales

Student Demographic Information

Ethnicity	Student Number	Percent
Asian	2	0.5
Black	37	8.8
Caucasian	17	4.1
Hispanic	353	83.4
Alaskan Native/Native American	4	1.0
Multiracial	2	0.5
Pacific Islander	7	1.6
English Learners	134	31.6
Free or Reduced Lunch	388	91.7

Allocation and Coordinated Funding

Allocation Amount	\$507,600.00
Coordinated Funding	<p style="text-align: center;">General Budget: \$12,523,364.22 Title I: \$371,700.00 Hope II: \$68,000.00 Title III: \$37,386.00 Credit Retrieval: \$32,000.00</p> <p>SB178 monies will be coordinated with the Strategic Flex Budget, Title I, Title III, and Hope II monies as well as high school credit retrieval money to support various programs with added staffing to improve academic achievement of credit deficient, academically low performing students, and English Language Learners.</p>

Plan

The Academic Unit worked collaboratively with the Research Department to identify students in the bottom quartile at each school. Schools refined the initial list taking into account any specific factors that affected each student, inherent transiency and instructional practice.

Consultation meetings were held with parents, legal guardians, and/or School Organizational Teams to determine the needs of pupils and preferred services.

Date(s) of Meeting(s)	August 23, 2017, September 6, 2017, September 27, 2017, October 9, 2017, November 13, 2017, December 11, 2017, January 11, 2018, February 8, 2018
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Audience	Rancho High School administration, faculty, support staff, parents, students, community leaders, community partners
Feedback	<p>Recommendations were secured from participants in meetings for the following areas:</p> <ul style="list-style-type: none"> ● improving pass rates and various high and medium stakes tests ● teacher professional development on improving instruction for second language learners and increasing all students mastery learning in English and academic language across subject areas ● credit retrieval ● updating technology ● developing strategies for improving student attendance

Measurable Goals

Measurable goals for the 2017-2018 and 2018-2019 school years were developed and aligned with the Every Student Succeeds Act (ESSA).

School Year	Goal(s)
2017-2018 English/Language Arts measurable goals:	<p>1. Formative data will be used to monitor students’ progress through the following: quarterly grade checks and credits earned checks at semester as conducted by counselors</p> <ul style="list-style-type: none"> ● quarterly review of off track and on track students for graduation as conducted by counselors ● quarterly review of off track and on track students for graduation as conducted by counselors <p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure 2019 Cohort tenth grade students achieve academic gains as demonstrated by lowering fail rate by 5% each quarter in English courses among students in the lower 25% quartile that will raise the pass rate from 55% to 60% by the end of the 2017-2018 school year as measured by the English I End Of Course assessment.</p> <p>2. Formative data will be used to monitor students’ progress through the following:</p> <ul style="list-style-type: none"> ● quarterly grade checks and credits earned checks at semester as conducted by counselors ● quarterly review of off track and on track students <p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure 2020 Cohort tenth grade students achieve academic gains as demonstrated by lowering fail rate by 5% each quarter in English courses among students in the lower 25% quartile that will raise the pass rate from 55% to 65% by the end of the 2017-2018 school year as measured by the English II End Of Course assessment.</p>
2018-2019 English/Language Arts measurable goals:	<p>1. Formative data will be used to monitor students’ progress through the following:</p> <ul style="list-style-type: none"> ● quarterly grade checks and credits earned checks at semester as conducted by counselors ● quarterly review of off track and on track students <p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure 2019 Cohort tenth grade students achieve academic gains as demonstrated by lowering fail rate by 5% each quarter in English courses among students in the lower 25% quartile that will raise the pass rate from 60% to 63% by the end of the 2018-2019 school year as measured by the English I End Of Course assessment.</p> <p>2. Formative data will be used to monitor students’ progress through the following:</p>

<p>2017-2018 Math measurable goals:</p>	<ul style="list-style-type: none"> ● quarterly grade checks and credits earned checks at semester as conducted by counselors ● quarterly review of off track and on track students <p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure 2020 Cohort tenth grade students achieve academic gains as demonstrated by lowering fail rate by 5% each quarter in English courses among students in the lower 25% quartile that will raise the pass rate from 65% to 70% by the end of the 2017-2018 school year as measured by the English II End Of Course assessment.</p> <p>1. Formative data will be used to monitor students' progress through the following:</p> <ul style="list-style-type: none"> ● quarterly grade checks and credits earned checks at semester as conducted by counselors ● quarterly review of off track and on track students <p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure ninth grade students achieve academic gains as demonstrated by lowering fail rate by 5% each quarter in math courses among students in the lower 25% quartile that will raise the pass rate on Math I assessment from 75.6% to 80% by the end of the 2017-2018 school year as measured by the End of Course assessment.</p> <p>2. Formative data will be used to monitor students' progress through the following:</p> <ul style="list-style-type: none"> ● quarterly grade checks and credits earned checks at semester as conducted by counselors ● quarterly review of off track and on track students
<p>2018-2019 Math measurable goals:</p>	<p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure tenth grade students achieve academic gains as demonstrated by lowering fail rate by 5% each quarter in math courses among students in the lower 25% quartile that will raise the pass rate on Math I assessment from 39.4% to 45% by the end of the 2017-2018 school year as measured by the End of Course assessment.</p> <p>1. Formative data will be used to monitor students' progress through the following:</p> <ul style="list-style-type: none"> ● quarterly grade checks and credits earned checks at semester as conducted by counselors ● quarterly review of off track and on track students <p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure ninth grade students achieve academic gains as demonstrated by lowering fail rate by 5% each quarter in math courses among students in the lower 25% quartile that will raise the pass rate from 87.8% to 90% by the end of the 2017-2018 school year as measured by the End of Course assessment.</p> <p>2. Formative data will be used to monitor students' progress through the following:</p> <ul style="list-style-type: none"> ● quarterly grade checks and credits earned checks at semester as conducted by counselors ● quarterly review of off track and on track students <p>Monitoring academic achievement each quarter and at semester will allow for remediation and course adjustments to be made to ensure tenth grade students achieve academic gains by lowering fail rate by 5% in math courses among students in the lower 25% quartile each quarter that will raise the pass rate from 37.7% to 50% by the end of the 2017-2018 school year as measured by the End of Course assessment.</p>

